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Mooseheart Year Book

BEING THE GOVERNORS' NINTH ANNUAL REPORT

1921-1922

Year of
President Harding's Visit

Mooseheart Year Book

Being The Governors' Ninth Annual Report

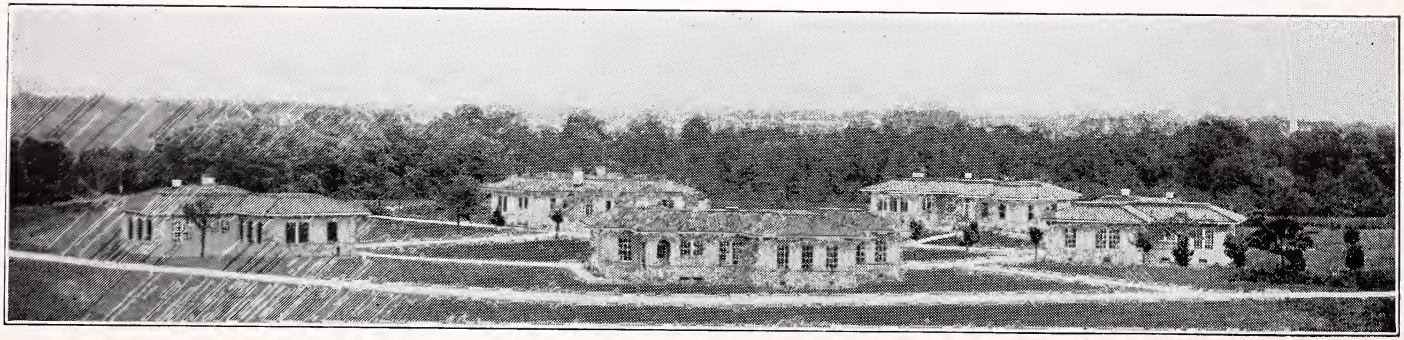
1921-1922

"The School That Trains For Life"

Together With Certified Audit by Wm. E. MASON, Jr., and Co., Chicago, Ill.

Mooseheart Press

The Eighth Report (1920-1921) appears in the Report of the Supreme Secretary etc., Toledo, Convention 1921



THE PENNSYLVANIA BABY VILLAGE

A Voluntary Gift from the Lodges of Pennsylvania. To be Dedicated During the 34th Annual Convention

Foreword

This Year Book, which is the official biennial publication of the Mooseheart Governors, is intended to serve two purposes. On the one hand it is an account of stewardship, to the membership of the Loyal Order of Moose, in whose behalf the Governors conduct the School. It is also intended to carry to the world at large a concise statement of the work done in Mooseheart, which is striving to solve problems of concern to the whole country.

Inasmuch as few of the members of the Loyal Order of Moose have a complete file of the Year Book, we offer no apology for making the story of each two years as complete as may be for each issue, though it requires some repetition of discussions and purposes which have been taken up in earlier volumes.

Let us repeat the main object of the School just as we have stated it in previous years. We want each member of our Order to be so well acquainted with Mooseheart that he will aid in performing humanity's greatest service—the proper education of the young.

Yours in P. A. P.,

James J. Davis, Chairman
Arthur Capper
John W. Ford
Ralph W. E. Donges
James F. Griffin
Albert Bushnell Hart
Edward J. Henning
John J. Lentz
Mooseheart Governors

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Mooseheart Governors

JAMES J. DAVIS, Chairman, Pittsburgh, Pa.

Governor since 1913. As Director General for life is also Mooseheart Governor for life. Chairman Mooseheart Governors since their organization in 1913.

Born in Tredegar, Wales, Oct. 27, 1873; father, mother and six children immigrated to Pittsburgh in 1881; at the age of 11 began working in the iron and steel works at Sharon, Pa.; in 1892 went to Pittsburgh and worked as a puddler in the iron works; in 1893 moved to Elwood, Ind., and there worked in the steel and tin plate mills.

Joined the Loyal Order of Moose at Crawfordsville, Indiana, Oct. 27, 1906, and became its 247th member then in good standing in the entire Order, which had been organized in Louisville, Ky., in 1888; from 1907 until 1919 he has been Director General of the Loyal Order of Moose and has seen its membership increase from 247 to over 550,000.

Elected City Clerk of Elwood, Indiana, in 1898, in which office he served until 1902; in the fall of 1902 was elected Recorder of Madison County, Indiana, in which office he served until 1906; Chairman, Moose War Relief Commission, 1917; visited American, French, British, Belgian and Italian battlefields. Returned to France Dec. 1918. Visited all battlefields, also Belgium, Coblenz, etc.

Appointed Secretary of Labor by President Harding, March 4, 1921.

ARTHUR CAPPER, Topeka, Kansas.

Governor since 1916; term expires 1923.

Born in Kansas in 1865; educated in the public schools at Garnett, Kansas; began his newspaper work as a typesetter on the Topeka Daily Capital, of which he is now publisher and proprietor. He also publishes several agricultural journals.

Charter member of Topeka Lodge No. 564, L. O. O. M.

Elected Governor of Kansas in November, 1914, and re-elected in 1916, and is the first native of Kansas to occupy that position. Elected to U. S. Senate for term from March 5, 1919, to March 4, 1925.

RALPH W. E. DONGES, Camden, N. J.

Governor since 1913. Term expires 1924.

Graduate Rugby Academy, 1892; attorney since 1897; Counsellor at law since 1900.

Dictator Camden, Lodge No. 111, 1909-1911; Supreme Dictator, Loyal Order of Moose, 1912-1913.

President Public Utilities Commission of New Jersey, 1913-1918; Lieutenant-Colonel, U. S. Army, May 9th, 1918-Oct. 17, 1919.

Judge Circuit Court of New Jersey since May 7, 1920.

JOHN W. FORD, Philadelphia, Pa.

Governor, 1916; term expires 1923.

Supreme Dictator 1916-1918.

Graduate Philadelphia Optical College with Degree of Doctor of Optometry.

No. 1 member of Philadelphia Lodge No. 54, L. O. O. M., and first Past Dictator.

Appointed Dictator by Supreme Dictator Ralph W. E. Donges, March 1913, being unanimously elected each year since.

Member Supreme Council 1914-1922.

Chairman Executive Committee 1917-1922.

Member of School Board six years.

Philadelphia City Council, ten years.

Coroner Philadelphia county three years.

Real Estate Assessor for the City of Philadelphia for the past ten years.

Honorary member graduating class Mooseheart, 1920.

JAMES F. GRIFFIN, Boston, Mass.

Supreme Dictator of the Loyal Order of Moose. Ex-officio Governor; term expires 1922.

Born at Roxbury, Mass., January 19, 1884; graduated from Lowell Grammar School, Jamaica Plain, Mass., 1899; attended Boston Evening High School and Suffolk Evening Law School.

1900 to 1908 employed by Leland & Co., Bankers and Brokers, Boston. Since 1908 in business for himself, Stocks and Bonds, as James F. Griffin & Co. Member Boston Curb Exchange.

Member Massachusetts Legislature 1911 to 1915. Member of Committees on Elections; Fisheries and Game; Harbors and Public Lands; Federal Relations; Banks and Banking. Took prominent part in a law to provide for Continuation Schools. Also interested in humanitarian education and for act for legal right of Suffolk Evening Law School to grant degree.

First Dictator of Boston Lodge No. 34, L. O. O. M., 1909-1910; Trustee three years. Again Dictator 1912-1914 and from 1919 to date; Member of Supreme Council 1912-1919; Supreme Prelate, 1919-1920; Supreme Vice-Dictator, 1920-1921; Supreme Dictator, 1921-1922.

ALBERT BUSHNELL HART, Cambridge, Mass.

Governor since 1915; term expires 1922.

Born at Clarksville, Pennsylvania, July 1, 1854. Educated at Humiston's Cleveland Institute and West High School, Cleveland; graduated, 1870. In business several years as bookkeeper. Harvard University 1871-1880, A. B. 1880; Ph.D. Freiburg, 1883; LL.D. Richmond College, 1902, Tufts College, 1902; Western Reserve University, 1907; Litt. D. University of Geneva (Switzerland) 1919; Instructor, assistant professor and professor of History, Harvard University, 1883-1912; Eaton Professor of the Science of Government, 1912-1922; annual Jresident of American Historical Association, 1909; Annual President of American Political Science Association, 1912; Contributor, Author or Editor of various books, school histories and periodicals.

Life member of Boston Lodge No. 35, L. O. O. M., since 1915.

Member of Cambridge School Committee; Member of

Massachusetts Nautical Training School Commission; Delegate-at-Large from Massachusetts to the Republican National Convention of 1912; Chairman Massachusetts Delegation to the Progressive Convention of 1916; Member of Massachusetts Constitutional Convention, 1917-1919, and Chairman of Committee on Amendments and Codification.

EDWARD J. HENNING, San Diego, California.

Governor since 1916; term expires 1927. Member original Board of Trustees of Moose Institute, 1911-1913.

Born in Wisconsin. B.L. University of Wisconsin, 1894. LL.B. Columbia University, 1896. LL. M. Columbia University, 1897. Secretary to Congressman, 1895-1898; Attorney-at-Law, since 1897. Practicing law at Milwaukee, Wis., from 1897-1912, inclusive, and at San Diego, California, since January 1, 1913.

Member and first Dictator of first Moose Lodge established in Wisconsin. Supreme Dictator of the Loyal Order of Moose, 1915-1916. General Attorney for the Order since 1916. Member Executive Committee since 1917.

Assistant U. S. Attorney, Eastern District of Wisconsin, 1901-1910. United States Attorney, 1910-1911. Member School Board, North Milwaukee, Wisconsin, 1907-1911. Director Citizens Bank of North Milwaukee, 1905-1913. Member Board of Governors, World's Court League, 1916-1919. Harbor Commissioner, City of San Diego, California, 1919-1921.

Appointed Assistant Secretary of Labor by President Harding, March 4, 1921, and now resides at Washington, D. C., care of Department of Labor.

HON. JOHN J. LENTZ, Columbus, Ohio.

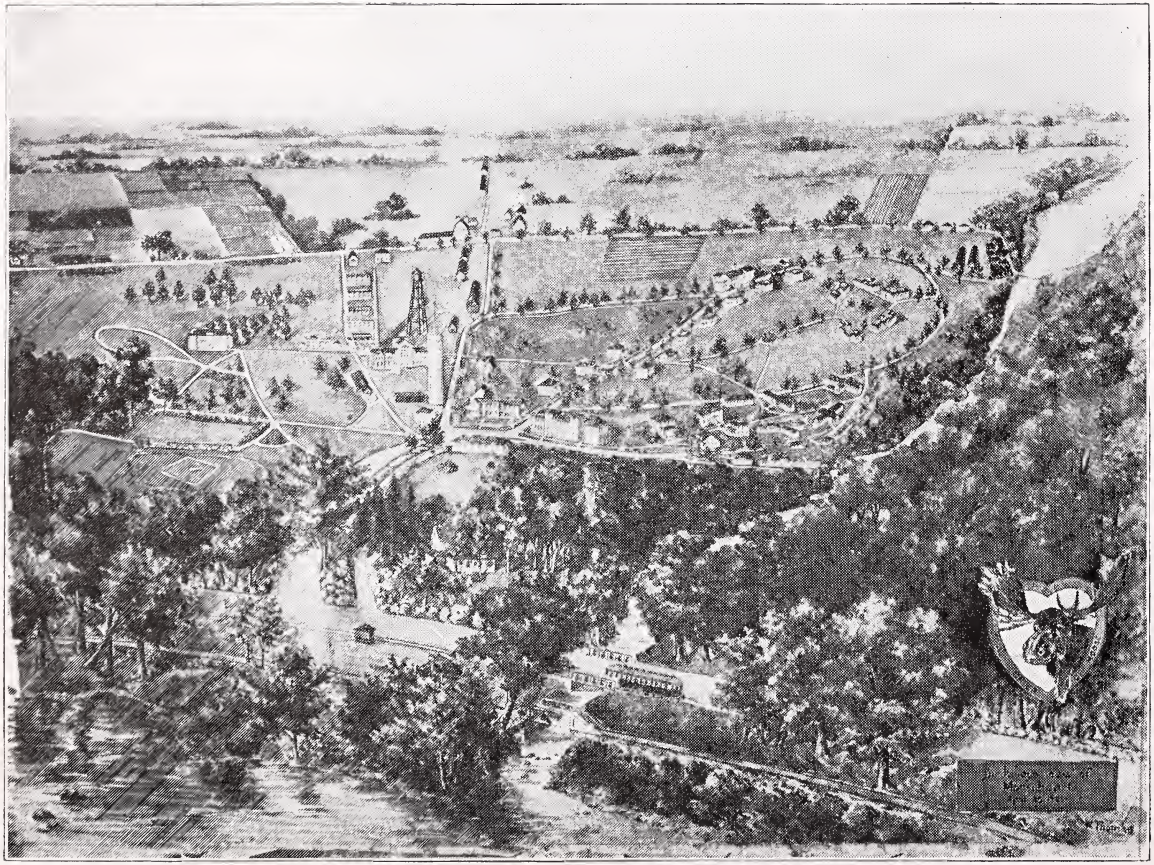
Member original Board of Trustees, 1910-1913. Governor since 1913; term expires 1925.

Graduate National Normal, Lebanon, Ohio, 1877; graduate Literary Department, University of Michigan, 1882; graduate Law Department, Columbia University, 1883; Founded American Insurance Union, 1894, and its National President, 1896-1922; partner of Governor Nash in law firm of Nash & Lentz, 1887-1904; Lentz & Karns, law offices, 1907-1917; Author of "Thomas Jefferson, The Radical," Elbert Hubbard and the Roycrofters, East Aurora.

Member of Congress from Capital District of Ohio, 1897-1901. Honorary Vice-President of Ohio delegation to National Democratic Convention at Denver, 1908, and there chosen to second the nominations of both Bryan and Kern. President Fraternal Day Exercises at the Panama-Pacific Exposition, April 22, 1915.

As National President of the American Insurance Union and member of Moose War Relief Commission visited the American, British, French, Belgian and Italian war fronts in the months of February, March and April, 1918, leaving America on February 27th and returning May 2, 1918.

Elected September, 1919, at the Silver Jubilee celebration of the American Insurance Union as its Honorary President for life.



BIRDS-EYE VIEW OF MOOSEHEART

This is copied from a painting made by William Thomas, Waterbury, (Conn.) Lodge No. 703, while he was

LIST OF GRADUATES 1919-1922
With Their Special Vocational Training

1919—Vocational and Academic

William Henry Grant, McKeesport, Pa., Printing.
Lawrence Arthur Hower, Oil City, Pa., Concrete Construction.
Albert Dewey Patterson, Columbus, O., Mechanical Drafting.
Harold David Taylor, Montreal, Can., Horticulture.
Wayne Wendell Wallace, Watertown, S. D., Mechanical Drafting.

1920—Vocational and Academic

Ruth Beach, San Francisco, Cal., Commercial Course.
Henry Joseph Garrett, Des Moines, Iowa, Ornamental Concrete.
Thomas Lloyd Jones, Scranton, Pa., Musical Course.
John Chalice Meikle, Raton, N. M., Musical Course.
Isabel Bronson Phillips, Bridgeport, Conn., Commercial Course.
Earl Louis Solomon, Green Bay, Wis., Mechanical Drafting.

1921—Vocational and Academic

Philip Bernard Barto, Wheeling, W. Va., Vocational Chemistry.
Ellsworth Elias Faust, Norristown, Pa., Mechanical Drafting.
Louis William Harvison, Pittsburgh, Pa., Musical Course.
Evelyn Louise Long, Bluefield, W. Va., Commercial Course.
Howard Garland Lord, Leadville, Mechanical Course.
Myrtle Lenore Lord, Leadville, Colo., Commercial Course.
Elsie Irene Johnson, Newcastle, Pa., Commercial Course.
Elma Violet Johnson, Newcastle, Pa., Commercial Course.
Frank Henry LaFlamme, Attleboro, Mass., Machine Shop Course.
William Milton McClintock, Johnsonburg, Pa., Musical Course.
Alice Ethel Mathers, Houston, Tex., Commercial Course.
Jerome B. Thelen, Aurora, Ill., Mechanical Drafting.

Vocational

Louis A. Baxter, Cambridge, Ohio, Carpentry.
Clarence L. Ragel, Kansas City, Mo., Horticulture.

1922—Vocational and Academic

Ray Charles Coffman, Youngwood, Pa., Sign Painting.
James Russell Cretcher, Wabash, Ind., Agriculture-Poultry.
Ernest Harold Daubenmire, Lancaster, O., Garage Work.
Paul DiBona, Cincinnati, O., Music.
Victor Donald Kuhns, Apollo, Pa., Machine Shop.
Richard Charles Kuhns, Apollo, Pa., Garage Work.
Robert Louis Robertson, Austin, Pa., Sign Painting.
Bruce Taylor, Montreal, Canada, Agriculture-Poultry.

1922—Academic

*Marion May Dodge, Oshkash, Wis., Teachers' Training Course.
*Thomas Edward Laughlin, Newark, O., Printing.
*Mabel Leona Lee, Miami, Okla., Teachers' Training Course.
*Eleanor Marshall, Belleville, Ill., Teachers' Training Course.
*Reba Rebecca Shambaugh, Harrisburg, Pa., Teachers' Training Course.
*Pauline Solomon, Green Bay, Wis., Teachers' Training Course.

*These students will complete their vocational work next year.

Rehabilitation Service

During the last four years Mooseheart has received from the United States Government a body of ex-service men for vocational training. They are distributed as follows:

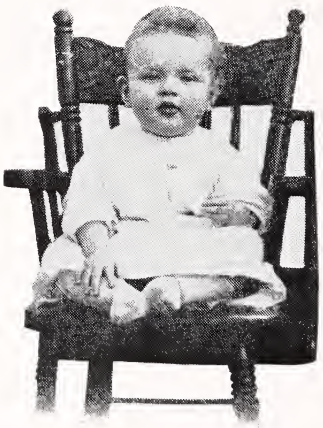
(Arranged According to Subject Pursued)

	1919	1920			1921			1922		
		First of Year	Entered During Year	Total	First of Year	Entered During Year	Total	First of Year	Entered During Year	Total
Agriculture	46	16	60	76	39	30	69	55	47	102
Sign Painting	9	5	15	20	13	6	19	16	14	30
Window Trimming	19	3	16	19	6	4	10	8	5	13
Machine Shop Y	9	7	3	10	7	6	13	13	3	16
Drafting	3	2	7	9	8	1	9	5	0	5
Ornamental Concrete	11	10	5	15	10	6	16	12	5	17
Carpentry	2	1	2	3	3	1	4	2	0	2
Auto Mechanics	2	3	0	3	0	0	0	0	0	0
Cobbling	9	10	3	13	1	2	3	4	3	7
Trade Try-out	4	1	4	5	1	2	3	2	0	2
Total for year	114	58	115	173	88	58	146	117	77	194
Total individuals at Mooseheart from June 10, 1919, to June, 1922										367

Infirm and Aged Moose

Name	Age	Lodge Came From	Year	Work Engaged in
S. T. Bean.....	81	Danville (Ill.) No. 1001.....	1916	Watchman
A. C. Begey.....	59	Coshocton (Ohio) No. 935....	1921	Janitor and Watchman
John Caneva	64	Aurora (Ill.) No. 400.....	1922	Picking up papers
John Dooley	64	Philadelphia (Pa.) No. 54....	1920	Clerk in store
O. A. Glick.....	66	Peru (Ind.) No. 249.....	1920	Organizing
Fred Hurst	64	Seattle (Wash.) No. 211.....	1921	Unable to work
F. G. Hyde.....	58	Frostburg (Md.) No. 348.....	1917	Patient at hospital
James Jenkins	65	Indianapolis (Ind.) No. 17...	1920	Does no work
George Kuhn	66	Newark (N. J.) No. 266.....	1917	Relief Proctor
Andrew Mattice	72	Seattle (Wash.) No. 211.....	1920	Carpentry, when able
S. W. Meade.....	59	Louisville (Ky.) No. 5.....	1920	Does not work
James McKee	62	Providence (R. I.) No. 193...	1920	Cook, aged and infirm dormitory
Mrs. McKee	57	Providence (R. I.) No. 193...	1920	Assistant cook and seamstress
Math Streit	66	Duluth (Minn.) No. 505	1916	Locksmith
L. C. Sutton.....	65	Jersey City (N. J.) No. 266..	1917	Organizing
W. E. Scofield.....	72	Elkhart (Ind.) No. 599.....	1922	Cleaning plumbing fixtures
Chas. Shepherd	60	Philadelphia (Pa.) No. 54...	1922	General repair work
R. J. Shortridge....	67	Omaha (Nebr.) No. 90.....	1921	Rat exterminator
Joe Williams	63	Baltimore (Md.) No. 70.....	1921	Picking up papers

(Total 19)



I am a baby who lives in the Pennsylvania Baby Village. There are seventy-one of us, all about the same age. We live in five beautiful buildings given by the Moose Lodges of the State of Pennsylvania.

Chapter I

The Significance of Mooseheart

By THE GOVERNORS

To the Supreme Dictator; to the Supreme Lodge of the World, Loyal Order of Moose; to the delegates of the Lodges in the Thirty-fourth Annual Convention, held at Mooseheart in the week of August 20, 1922; and through them to all members of the Order and Mooseheart Legionaires:

Brothers:

IN ACCORDANCE with the notice given in the Governors' Report for 1921 (which appears in the Report of the Supreme Secretary and other Officers to the Toledo Convention of 1921, at pages 164-170) the Governors this year issue an extended biennial report of the school. In 1923 only the Governors' and financial reports will be printed by the Order; and in 1924 will again appear the regular biennial volume, corresponding to this report.

The Governors feel it a privilege to come before their brethren from time to time to announce the steady growth of Mooseheart as a place of happy residence and sound education. As a body which desires to keep in touch with the Order and with the progress of education in the United States, we beg to repeat the invitation many times extended to officers and members of the Loyal Order of Moose and to any others who feel an interest in what we are trying to do, to visit the school, to make themselves familiar with its buildings, its staff and its methods; and, if they can show cause, to examine the records of the institution. We believe in publicity from both ends: we like to have the experiences of Mooseheart known abroad, and we like to have the friends of Moosheart acquainted with its plans. The Governors intend that it shall never be the same in any year that it was the year before. They watch it, they love it, they expect to improve it, as long as the Order chooses to entrust to them the management of the school.

The Staff

The list of Governors can be found a few pages back. James F. Griffin of Boston succeeded to the office of Supreme Dictator which made him ex-officio a Governor of Mooseheart during his year of office. The only change has been caused by the retirement of Darius A. Brown, of Kansas City, Supreme Dictator in 1921, who now holds a responsible position in the organization department.

The report of the Secretary of the Board of Governors shows that the public duties of Secretary of Labor Davis and Assistant Secretary of Labor Henning have not prevented them from keeping a watch and ward upon Mooseheart. The Executive Committee of the Supreme Lodge, composed of John W. Ford, Edward J. Henning, and Ralph W. E. Donges, acts also in the

affairs of Mooseheart between the meetings of the Governors, thus giving a close and frequent contact with the affairs of the home and school.

In the administrative staff there have been few changes. In 1920, at the request of Robert F. Havlik, Engineer and Chief of Construction and in charge of the boys' industrial work, he was put in charge of the farm, so that the farm vocational work might be brought into line with the industrial. Direct supervision was placed in the hands of Mr. J. B. Cunningham, agricultural instructor, under the authority of Mr. Havlik, as department chief, and of Mr. John Evans, who continues to be farm advisor.

The teaching staff was somewhat increased to take care of the increasing numbers and to develop new methods of teaching. The total number of teachers is now 11 academic high school teachers, 33 vocational teachers, 27 grade and kindergarten teachers, and 44 proctors and matrons. This makes the total of administrative and educational authorities 116.

Buildings and Grounds

Steady and beautiful additions have been made to the property. The grounds gain in beauty all the time, because the main area of the resident city of Mooseheart is completely grassed over, and the shrubs and trees adorn the landscape. The roads have been kept in good order by an oil treatment, notwithstanding the heavy use for the purposes of the school, and by the thousands of visitors.

Baby Village

Several lines of building have been going on, and one of the most attractive groups has been completed—that is the Baby Village, which so far as the Governors are aware, is the only group of the kind in the world. The Pennsylvania Lodges, which never weary of good works, bethought themselves of putting up a mother house and four halls, which should be the homes of the youngest part of the community. A beautiful plan was drawn by Graham, Anderson, Probst & White of Chicago. These buildings are now completed and in use. They are one story bungalows with plenty of room space, the best possible ventilation and every convenience for their little wants. The space between the buildings will be their outdoor happy-home. The remarkable success of Mooseheart in bringing up little children with a very low death rate is due to the out-door life which they enjoy, to the excellent and suitable food and to the loving care of house mothers and assistants and the medical staff. Some of the girls are making it their vocation to help care for these children; and the Governors expect to see before long what will be practically a school in child-care which shall be a model for the whole country.

State Buildings

The demands of the growing institution on the income are such that what the Governors feel to be a necessary building program cannot be maintained wholly by the surplus out of the Mooseheart two dollars a year. Hence it has welcomed the loyal and generous spirit of state and local lodges which have undertaken to find the funds for putting up especially needed buildings. Pennsylvania has already fulfilled its pledges by building the Baby Village, Rochester has erected a hall, New Jersey, Indiana, Wisconsin, West Virginia, Michigan and others are working on buildings. Other states have building plans. Ohio has submitted a plan for the Ohio-Plaza of five separate buildings

artistically placed in a group, opposite the Baby Village. Illinois has begun to deposit funds which, when they reach $250,000, will furnish Mooseheart with one of the best gymnasiums in the country. This generosity is certain to spread, and the time will come when Moose from Hawaii, from Florida, and from Maine will come to admire their own buildings at Mooseheart. Nothing could more strengthen the hearts of the Governors than this unceasing outgiving by the members of the Order, acting through the local lodges or through a combination of state lodges.

Campanile

Most of the buildings of Mooseheart, however cozy or however stately, are built for use, immediate use, use all along the line. Some like Aid Hall and Loyalty Hall, and Assembly Hall, have been several times altered and changed in their purpose before they reached their present condition. The first question about a new building is usually "what do we need most?" The Moose Order understands this utilitarian spirit and likes to see the money which it furnishes spent for a purpose. If, in addition to this, it is possible for such buildings to be beautiful, an ideal condition is indeed reached. The Campanile is an illustration of a beautiful building serving a much needed purpose. John W. Ford was the first to think of replacing the old cement silo tower, just at the entrance to the main part of Mooseheart, with a campanile which should signify the lofty aims of the Order and more particularly should be a monument to Director General James J. Davis, the head of the Order, whom his brother Governors cannot help thinking of and speaking of with pride and affection, even in a sober report. To beautify Mooseheart, to add a lovely building to the architecture of America, and to place in the center of Mooseheart during his lifetime a memorial to his character and the affection of his million friends,—what was that but to build a nest for three birds with one kind of stone? The campanile is a pentagonal tower 79 feet high, at the foot of which spreads a lofty portico, sweeping in a hemicycle, which is open toward Assembly Hall. It is a natural forum for open air speakers, and particularly for Warren G. Harding, President of the United States, who will there be received during the coming Convention.

Additional Buildings

The campanile is not the only superb architectural idea which has found lodgment in Mooseheart. The Director-General has had a drawing made of a House of God, a soaring domed temple, surrounded with a colonnade of lofty columns, to be a home for all religious services, and a chapter house for the Order. Outside of these plans for the future the work of building has during the last year gone in the direction of pushing the state buildings. The one large new building is placed at the west side of the village, near the greenhouses. This is a structure 66x99, and 25 feet high in the clear, built of tile and concrete with a good sized kitchen and capable of seating 700 people for a meal. It can be used for public occasions with a seating capacity of probably 1,500. All this cost $7,000. It will probably be used also as a temporary gymnasium till the big plans of the Illinois lodges can be carried out.

Mooseheart Population

Numbers

The numbers of Mooseheart are still increasing, though at a lower ratio

than in earlier years. From 1920 to 1921, the total increase was 125, which was about 15%. From 1921 to 1922, the numbers were 1,020 and 1,089, an increase of about 7%. The admissions are about the same in number as in 1919-1921 but the number of graduates begins to reduce the total. The Governors have followed up a policy of demitting certain classes of children which will be discussed farther along in this report.

The net results are substantially as follows: In 1915 the members of Mooseheart were 183, of whom 122 were boys and 61 were girls. In 1918 the population was 489, of whom 297 were boys and 192 were girls. In 1921 it was 1,020, of whom 568 were boys, and 452 were girls. In 1922, it was 1,089, of whom 611 were boys and 478 were girls. It will be noted that the proportion of girls is rising, perhaps because the institution has been so successful in bringing up its daughters.

Soldier Students

For several years Mooseheart has received soldiers for rehabilitation. In 1919 114, in 1920 146, in 1921 194. The government pays reasonably for this service, but it has put a strain on the plant. During the war, a hundred soldiers at a time were housed and fed at Mooseheart, and given vocational training. For some time the soldiers have all lived outside of Mooseheart and at a distance; but they add just so much to the hurly-burly of coming and going, in and out of recitation rooms and shops. The shops were not built for such additional use; and it has been hard to find sufficient shop hours for both the soldiers and the boys. Many of the soldiers have been assigned to farm work, where outside of the work of the regular hands, there is not enough to keep busy both soldiers and vocational boys. It seems as though the soldiers would be better off somewhere else than in a children's school. Mooseheart is, and has been, ready to make sacrifices for the country. Thirty-two of its sons enlisted in the American military and naval service during the last war. Its main duty to the country now is to bring up the children committed to its care.

Employees

Another large group that must be counted in as permanent residents of Mooseheart are the proctors and matrons, and a few other employees who spend both day and night within its precincts. The day teachers are so closely connected with Mooseheart that they must be included, though they live in other places nearby. Still another group are the employees on the grounds and buildings, or engaged in construction work, who draw their pay direct from Mooseheart.

Total Population

A little table will show what may be considered the present population of Mooseheart:

Administrative Officers	12
Education Officers	71
House Officers	45
Members of Mooseheart (Students)	1089
Total	1217

Basis of Admission

Every child who comes to Mooseheart comes because he has a right. It is not a matter of favor, or of good will, or of sympathy with unfortunate children. The Governors are here to examine the claims of those who assert that they are entitled to enter because their fathers died in good standing as Moose, and during their lives met their obligations to the order in the expectation that their children would be cared for if necessary. None of the powers of the Board of Governors is more important and is less likely to be delegated than the decision as to whether an applicant has a good case.

For the privilege is a great one: it admits children of any age to a free home, to life in a free community, to an education better than most people are able to command for any payment. There are at least 40 children at Mooseheart who have been here for the last seven years; some, admitted as babies, will have eighteen years of Mooseheart life. The Governors in order to make sure of their ground, have drawn up a searching set of admission blanks, one from the Lodge, one from the school, one from a medical man, and one special confidential blank with details as to the family history. These blanks must establish the prime facts that the father was a Moose, that he had kept up his dues and was in good standing till the time of his death, and that his children need support. There is a law of the Order under which the Governors are to reject all cases of children of a Moose who had been a member of the Order less than five years, but the Governors have in some instances waived this limitation.

These blanks are sent out by and returned to the Supreme Secretary who is also Secretary of the Board of Governors, because he is in direct and monthly touch with all the lodges, and is in a position to understand their wishes and to make additional inquiries. If there is difficulty, some of the Governors or other officials of the Order take it up in person, and see where the trouble lies.

The Governors will commonly not act until they have had a report from the case worker, who goes to the place, sees the family, inquires into their means and conditions, and connections. There may be life insurance, there may be other property belonging to the children, or their mother. There may be near relatives who are ready to give the children a home. Sometimes before the cases come up at all kind hearted people, able to care for a child, will adopt the little one, and the application to Mooseheart drops.

The case worker reports not only on the family life but on the character and abilities of the children. If the case worker or the teacher or the doctor or anybody else suggests that the children are not up to the ordinary mental standard, a mental test is secured. For Mooseheart cannot undertake to receive sub-normals, who would be unable to take their share in the life of the place. It is a school for the capable, and not for the mentally deficient, who should be cared for in state institutions.

Mooseheart Vocational Education

Vocational Principles

For the first time a separate chapter of this Report is set apart for an account of the Vocational training of Mooseheart as an essential and well developed part of our educational system. The vocational work has now reached such dimensions that in the publications as well as in the activities of the place it stands side by side with the older kind of study taught in the

strictly academic part of the Institution. Not for a moment can the academic and vocational courses be looked upon as two schools carried on side by side. There is no such division in thought or organization.

The students are all aware that no one can receive an academic diploma without taking also a vocation diploma, though a certificate of the completion of a High School course such as is usual in American secondary education may be granted for the time being. On the other hand no vocational student can become a regular graduate of the Mooseheart School without having passed through the Elementary and Junior and Senior High School courses, though vocational certificates may be given to students who have not completed all the academic work of the Senior High School.

For the old-fashioned teacher in an old-fashioned high school it would seem preposterous that anybody would wish to or be allowed to carry on two lines of study side by side. There was a time, and not more than three-quarters of a century ago, when the only worth-while high school or academy course included Latin, Algebra and probably Greek for every boy. Till 1840 most such schools were looked upon as ante-rooms to classical colleges. Not till later was the American public confronted with the spectacle of special scientific schools, intended to educate boys for engineering and scientific pursuits.

That was looked upon as an inferior kind of education, even when such excellent institutes as the Stevens Institute of Hoboken, Renssalaer Polytechnic at Troy and the Worcester Polytechnic at Massachusetts were founded, and Yale, Harvard and Columbia all started scientific schools as a department of the University. Such a thing as an agricultural school was hardly known in the country until the Morrill Act of 1862 gave an impetus to colleges of both agriculture and the mechanic arts. The first attenmpt to introduce a practical training of the eye and hand in the public schools was that of Galvin M. Woodward, Superintendent of the Saint Louis Schools in 1879.

Not until about 1900 did the cities subdivide their high schools into classical, English, Mechanic Arts and in a few places, "Practical Arts". The new kinds of secondary schools were looked upon as intended for pupils of a different and perhaps a lower mentality from the regular High School group. They strove to keep some history and literature and government in their courses to prove that they were as good and as intelligent as other people.

The whole problem of secondary education has been affected ever since 1850 by the discovery that girls have brains; that they were quite as capable of taking a part in the regular high school course, or a school of the English High type, as their brothers, and not unlikely to carry off the scholastic honors. At first housed in High Schools of their own of which a few still survive, most of them were included in the mixed High Schools which have been such a factor in American civilization.

Vocational Acceptance

As the community woke up to the possibility of giving different kinds of education to different people, and as state universities and the old-fashioned colleges and also new institutions, founded first class scientific and technical schools, it gradually came into the minds of educators that the new kind of secondary schools might come into close relationship with the new type of higher education. The next step was easy. Why not set up a school which woud give to both boys and girls all that was necessary in academis education, and also the kind of training that would help them make a living.

This revolutionary idea ran through the country like wildfire, for the reason that the active business men who were eager to turn the graduates of the public schools into trusted and wide awake employees, were highly dissatisfied with the product that came to them. Some of the graduates could not write legibly or spell correctly or follow out a direction or take a responsibility. They seemed to know something of books and literature but not too much use of good English and figures and the general all-round of the world that they live in.

Friends of the new idea could be found among men who had made good and wanted their children to make good after them. Then in 1914, the next year after Mooseheart began to educate children, the Congress of the United States passed an act for a Commission on Vocational Education. It reported in 1917 the Smith-Hughes Bill under which in 1918 was set up the Federal Board of Vocational Education. This National Board had the distribution of a large appropriation to such states as would match the money dollar for dollar, to establish vocational schools. Their report classified the usual skilled trades and callings into four types of school vocational work—Agriculture; Commerce (business); Industry; and Home Economics—the first and the third are meant for boys; and the secand and fourth for the other sex.

Vocational Beginnings at Mooseheart

The idea of making Mooseheart a place of practical training for some particular sort of work was in the minds of the founders of Mooseheart from the first. Mr. Davis put it once for all in the phrase that has become the bed rock of Mooseheart: "A High School Education and a Trade for every Boy and Girl." These twelve words have in them all the elements of Mooseheart:; an academic training; a practical training; preparation for a particular means of self support; and the education together of boys and girls.

In the first Governors' Report, issued in 1914, they enlarged on vocational study: "Our first conclusion was that the fraternity was truly in earnest in its determination to go through to the end in its effort to not only build a model educational institution, dedicated to vocational pursuits, but as well to endeavor to educate the population outside of the Order to the advisability of increasing the proportion of vocational education in the public schools themselves." Again, "By combining study with that of practical labor our students will leave Mooseheart much better equipped to fight their own battles in the world than the students of the other educational institutions of this country. We aim to combine theory with actual practice."

The six years from 1914 to 1920 were years in which vocational education at Mooseheart developed slowly but surely. It kept the Governors busy to provide buildings for housing and care of the children who by 1916 rose to 254. At first there was no school house, no suitable place for very little children, no auditorium, no gymnasium, no hospital. Most of the children were still small so that it was out of the question to start an elaborate group of costly trades. There was no human material for it. The academic schools could be accommodated in temporary quarters till the big school house was finished in 1918. Most of the vocations could not be taught without well equipped shops, for which there was neither buildings nor machinery.

Advantages of Mooseheart

Taking up the vocations in the official classification of Agriculture,

Business, Industry, and Home Economics, altogether the best chance for Mooseheart seemed already prepared for immediate use.

Agriculture

Out of the 1,115 acres of the Mooseheart estate, upwards of 600 acres was under tillage. The farm buildings were not in very good shape at the time of purchase, but the Governors resolved to put up new buildings of the best type, particularly a very large and well built dairy barn, constructed of the Mooseheart concrete blocks.

Here seemed to be the opportunity for teaching the younger children all about outdoors and farm life, and of giving to the older boys such an insight into the mysteries of crops and stock and dairying and poultry, that they would look forward with enthusiasm to making farming their life occupation. The younger children have every year had some experience of sowing and planting, particularly in the garden, and of acquaintance with farm animals and some practice on poultry. Every year a few of the older boys have begun a systematic training of farming as a whole, in all its departments, under agricultural teachers, only a few have so far persevered to the point of taking a diploma.

Business

On the business side, Mooseheart is situated in the open country, outside of city conditions, and cannot readily find opportunities for clerks and salesmen and such employments. Their best chance is typewriting, stenography and accounting combined, subjects that can be taught in a school room with inexpensive apparatus. The Mooseheart boys have never been much inclined toward that pursuit, though thousands of men find a good living at it. It has been offered in connection with the academic school as a vocation for girls, and has been distinctly successful. In each of the four classes since 1919, it has been the graduating vocation of several girls. Some of whom have found good employment in the Mooseheart offices and elsewhere. Courses which prepared girls for other lines of commercial activity are still to be developed.

Industries

In the industries Mooseheart has taken advantage of an important opportunity that stood at its gate. As soon as the first children were received, the boys could be used on some of the construction which was carried on by the Governors without contracts. In carpentry and woodworking Mooseheart has always found something to do that was upbuilding. The making of cement blocks, which was the building material for the Mooseheart plant, was easily learned and opened up the way to a good vocation practiced on the spot. The Mooseheart press was expected to offer interesting employment in the younger ones and to offer a trade to the older ones, including the girls. It was soon found that modern printing on a large scale with vast presses and immense production does not fit in with the needs of boys who are trying to pick up the art in the composing rooms and presses. Only one Mooseheart boy so far has found a successful vocation in the press.

Until the Governors could complete the necessary industrial building, the shop trades could not be organized. Since Industry Hall was completed in 1918, we have had a line of shop trades—woodwork, machine shop, sheet metal, automobile repair, painting, sign painting, and some others—which with the

building trades and the architectural and mechanical drawing gave oppourtunities for all boys old enough for such work.

Home Economics

In Home Economics, the boys curiously enough had a better chance than the girls while there was a central dining room, for they learned to cook in their shacks and their camps. When the cottage system was adopted in 1916 every girl, and for that matter every boy, took some part in the housekeeping and the girls had a good chance to learn cooking. No girl graduates now who is not familiar with the kitchen. In 1918 a practice house was established where groups of girls, working in three month periods, keep the house clean, prepare the meals, and learn the culinary arts from the dietitian who acts as instructor. Mooseheart is at work now in developing girls' courses in home nursing, care of children, house management. A new course begun in 1922, in normal training, is likely to be of large permanent use.

Vocational Progress

The vocational progress of Mooseheart has been as rapid as could be expected with a school which had to build, to feed, to train and to organize, all at the same time. Until recently Mooseheart has been in no position to set up a system like that of the vocational high school of Detroit, Indianapolis or Cleveland. Nor has it ever attempted to follow the example of the heavily endowed trade schools such as the Wentworth Institute of Boston and the Armour Institute of Chicago. These institutions started up with large shops and in their first years took in hundreds of boys and girls. Mooseheart had to begin with a few young children and wait for them to grow, before it could establish a broad list of trade opportunities. The development of the upper classes is shown by the following table of the distribution by grades in the junior and senior high schools, as of June, 1922:

Grade 7, normal age 13	120
Grade 8, normal age 14	87
Grade 9, normal age 15	71
Total Junior High School	278
Grade 10, 16	45
Grade 11, 17	33
Grade 12, 18	14
Total Senior High School	92
Total High School	370

It will be seen at a glance that two years hence, the Senior High School will number three times as many as at present; and that in about five years the graduating class will be 120 strong instead of 14. If at the present time Mooseheart maintains eight good vocational classes for boys and four for girls, the average class cannot be more than eight. It is easy to find openings for 14 children of Mooseheart who have come of vocational age; but both the number of courses and the average number in each course must be greatly increased to make provision for the 120 fledglings of 1927. Mooseheart statistics show a slow and measured progress. It has taken hold of the

things it could do and has not worn itself out on things that could not be made to go well under the conditions. Thus caution has made it possible to prepare Mooseheart for the big work that lies before it.

Prevocational Courses

Organization

Every Year Book for years has contained some account and discussion of the "prevocational system;" but the admirers of Mooseheart will be glad to have their knowledge freshened by a brief statement of the present system, about which they will find further details in Chapter V. on Vocational Education.

Mooseheart has taken the advanced ground of the best vocational schools, by providing proper training material for the Elementary School and the Junior High School. The so-called preparatory or pre-prevocational courses in grades V. and VI. (normal ages 11 and 12) consists of very simple work with obvious materials, such as elementary botany, a study of the trees and plants on the estate, simple mechanical processes. That is the start. To know and understand farm animals, and farm work, to draw what you see, to mold in clay, to make simple articles out of wood and sheet metal—such work goes right along with regular school study. The usual experience is that children who have this additional work accomplish more in the same number of years than their cousins who are confined to the straight three "R's" in the corresponding grades, and a three months' vacation in which to forget it all.

When a boy or girl is about 12 years old and is just passing from the Elementary into the Junior High School (VII. grade), he finds himself in the midst of a set of ten or twelve prevocational subjects, a list of which is offered at Mooseheart is printed below:

Ornamental concrete.
Woodwork.
Sheet metal.
Bench machine shop.
Painting and decorating.
Sign painting and show card writing.
Drafting.
Printing.
Agriculture (this includes greenhouse, nursery and garden).

Prevocational Aims

These courses each last three months and are intended to bring about several different results as follows:

1. Wide experience of the various kinds of things that are done in the world so that the future men and women may steer a better course in their lives. In prevocational work, the children learn the materials and processes in industry; at the same time in their academic work they are studying live geography, history and government. In the same way on the housekeeping side, all the girls and some of the boys become acquainted with foods, their cost, their values, their preparation and whether they are tasty.

2. A second purpose is that children may see for themselves how far they require unusually quick sight and ready hand. That helps them to select their own vocation when they come to it. This side of the work, changing every quarter is the "trying-out process." Nobody is likely to learn more in an

hour and a half, five days a week, for three months, than he can readily forget; but the effect can never be forgotten. If such methods can be widely spread, the next generation of American children will come much nearer knowing what it is talking about, when it discusses questions of labor and livelihood.

Prevocational Statistics

Prevocational Boys

Subject	Number of Students	Hours per week
Printing (a)	13	7½
Woodwork (a)	15	7½
Plant Nursery	29	7½
Painting (a)	15	7½
Sheet Metal (a)	14	7½
Greenhouse (a)	36	7½
Greenhouse (b)	24	10
Drafting (a)	14	10
Painting (b)	18	10
Sheet Metal (b)	8	10
Printing (b)	3	10
Woodwork (b)	31	10
Concrete	1	10
Woodwork (c)	14	10
Sign Painting	1	10
Automobile Shop	3	10
Drafting (b)	9	10

Total Prevocational Boys—248.

Pre-Pre-Vocational Girls

Sewing and Millinery	20	7½
Modeling	34	7½
Basketry	25	7½
Designing	34	7½

Total Pre-Pre-Vocational Girls—113.
Music (same individuals as above)—100.

Prevocational Girls

Typewriting	6	10
Sewing and Millinery (b)	9	10
Household Management	8	10
Playground	8	10
Home Nursing	15	10
General Office Work	2	10
Industrial Arts (a)	10	10
Normal Teaching	7	10
Industrial Arts (b)	18	10

Total number of prevocational girls—53.

Vocational Courses

Preparation for Life Work

The true vocational work is a very different matter. When a boy or girl reaches the tenth grade at Mooseheart (the beginning of the Senior High School) the time has come to make a choice of something that can be taught in the school and can be made real and profitable in life. Here at the start is a caution which must never be left out of mind. Neither Mooseheart nor any school like it can prepare a boy for any of the highly organized trades.

The trade unions have their own method of training, usually by an apprenticeship of from three to five years. Few of them will admit a graduate of any secondary school into their union without further training. They feel that they do well if they accept the vocational school training as a substitute for a year, possibly two years of their apprentice course; even then, they set their own examinations and make their own selections. Organized labor is doubtful about any system of education which professes to prepare a boy who has perhaps never been in a commercial shop to go right in and earn his living alongside of experienced hands.

Vocational training, however, does put some young people right alongside the paymaster. Drafting, mechanical or architectural drafting, typewriting, stenography and accounting combined, cement block work,—they may carry one straight into a place with good wages, particularly in callings where there is no stiff labor organization. Even if the youngster takes a different turn, works his way through a higher institution or falls in with friends who will give him a business start, whatever the direction in which the boy or girl moves, vocational training trains not only the hand, but the mind; makes people understand and appreciate hard work and teaches them to think about what they are doing and what better things they might be doing.

As has been pointed out above, a vocational school is by its nature a preparatory school for practical pursuits of trade or business. It may also act as a preparatory school for higher schools, for it may lead to scientific or technical schools or courses. That direct connection with farther education is not excluded at Mooseheart, which remains in the ranks of what might be called the double idea of an education, sound for those who go no farther, useful also for those who can afford a higher education.

Vocational Statistics

The list of actual vocations offered at Mooseheart is as follows:

Vocational Boys

Subject	Number of Students	Hours per Week
Painting	1	15
Agriculture	3	15
Sheet Metal	6	15
Painting (a)	3	15
Sign Painting	13	15
Machine Shop	15	15
Printing	5	15
Ornamental Concrete	15	15

Total Vocational Boys—61.

Vocational Girls

Commercial Course	8	15
Sewing and Millinery	18	15
Cooking	6	15
General Office Work	2	15
Household Management	2	15

Total Vocational Girls—36.

Total taking Vocational Courses—96.

Of these subjects, some are taken at present by very few boys or girls, and may have to be dropped because of difficulties of installing them or because they do not seem to lead to a profitable career. Mooseheart is not bound

to keep at a subject because it was taught ten years ago or even last year. It is a flexible kind of concern.

This subject is very closely connected with the statistics of the daily programs for all the children.

General School Population

Summary of Population

(With reference to Schooling)

	Boys	Girls	
Babies and Children too young to attend school	40	44	
Kindergarten Children	33	29	
Grade Children, not doing prevocational work	214	178	
Prevocational Children	247	187	
Vocational Boys and Girls	77	40	
Total Student Population of Mooseheart	611	478	1089

Daily Programs by Age Groups

	16 yrs. to 12 yrs.	11 yrs. to 13 yrs.	13 yrs. to 18 yrs.
No. of children	300	135	194
Hours of Academic Classes	3	3½	3½
Supervised Study (hours)		1	¾
Handwork, Drawing, Nature-Study, Music	2½	1	1
Vocational Work		1	2
Hours of Work for Mooseheart (School Janitor work, Central Dining Room, House duties, etc.)	2	2½	2½
Hours of Home Study			1¾
Meals and personal attention	2	2	2
Supervised play and athletics	1	1	1
Unassigned time	2½	1	
Assembly	1	1	1
Hours for Sleep	10	10	9

Summary of Vocational Work

Pre-Prevocational Girls	113	
Prevocational Boys	248	
Prevocational Girls	53	
Total Prevocational		414
Vocational Boys	61	
Vocational Girls	36	
Vocational Girls	36	
Total Vocational		97
Total Prevocational and Vocational		511

Vocational Survey

Last year the Governors designated Governor Hart to make a survey of schools of every grade and type which are doing the same kind of work as Mooseheart all over the country. Upon the results of that survey an elaborate report is nearly ready. Whatever it sets forth, it is certain to give due credit

to Mooseheart as standing in the foremost rank of the new type of elementary and secondary schools, which are giving to young people a practical everyday life-lasting education. Excellent schools for the care of dependent children can be found all over the union; academic schools of high grade and lofty purpose abound; some magnificent schools offer a course almost entirely vocational. Mooseheart has undertaken to carry out these three purposes in one —to make itself one of the best of homes, equal to the best of academic schools and a leader in the new science of vocational education. Less than first-class in each of these three competitions will never satisfy the Governors, the Administrators and the teachers of Mooseheart.

Higher Education

Mooseheart wishes the very best to all its charges and all its graduates. The higher up in the world they can go, in education, in station, in wealth and in character, the better the Mooseheart Governors like it. Insofar as higher education makes people more happy and prosperous, they would like to send all the young men and young women along. Mooseheart feels the pride and hope of a parent. The only question is how far should we go toward encouraging the young people to look forward to college or technical school or university, and a later professional career.

Mooseheart School Responsibility

The task of education undertaken by Mooseheart is expressed in the Director General's favorite statement, "A High School Education and a Trade to Every Boy and Girl." That is the basis on which the appeal was made to the Moose Order. Our schools have been constructed with the view of ending their work with the completion of the high school course which comes normally at about eighteen years of age. That is "going some," for there is not a city or town in the United States which provides high school education for all the boys and girls that are mentally equipped. The high schools are free but everybody knows that not half of those who finish the sixth grade will finish the ninth grade and not a fourth of those who pass the ninth grade will get a high school diploma. Not so at Mooseheart where after the slower children are sifted out, the numbers passing from one class to another will be about the same at every stage.

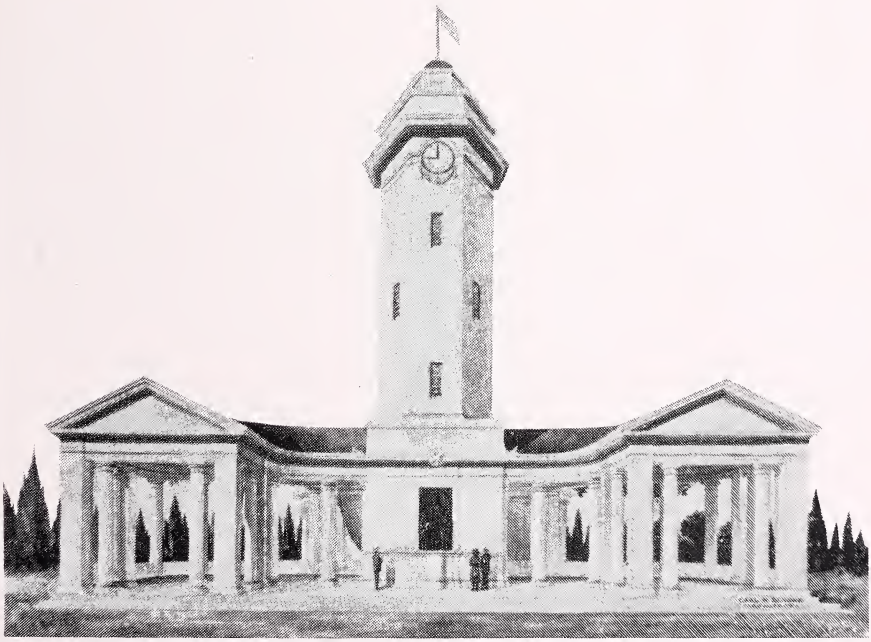
Placement

Mooseheart has done enough when it maintains a high school of such a grade and such teaching that it is a foundation stone for good degrees in the highest colleges, and for vocational degrees in the higher institutions. Another reason must be stated for declining to relate Mooseheart with the academic colleges. Such action would be a denial of the purpose of Mooseheart and a belittling of the field which it has chosen. Mooseheart may well be proud of the fact that its regular vocational courses may carry its graduates farther; that it is a tribute to its vocational success. It believes in the practical type of education, sets it forth, and devotes its energies to that field.

Wherever graduates and other students who have been obliged to leave Mooseheart before graduation, the interest of Mooseheart goes with them. So far Mooseheart has been able to aid in finding employment for most of its graduates and is always pleased to give them a job on the old family place, if it is work that is necessary and for which other people would have been paid; if

the wages are not above the standard; and if they do not interfere with the regular routine.

The time has come to form a permanent connection with the Alumni of Mooseheart. The Governors have authorized a system of recording and keeping track of the graduates, knowing their wants aid them to find employment and to pass from one job to a better one. In the course of time this will doubtless develop into a Bureau of Registry and Placement; which might follow the example of older institutions by bringing its work into connection with the Mooseheart Alumni Association.



CAMPANILE

Erected to Honor James J. Davis, Founder of Mooseheart
One of the most important and useful buildings at Mooseheart, filling a long felt want.

THE FOX RIVER

This is a view down the Fox River from Moose Island. Delegates who were at Mooseheart during the convention will remember that this is one of the many beauty spots.

A PRETTY PIECE OF NATURE FAMILIAR TO EVERY MOOSEHEART BOY

Chapter II

Operation of the Governors

By RODNEY H. BRAODON, Secretary

RODNEY H. BRANDON, Mooseheart, Illinois.

Secretary to the Board of Governors. Secretary-Treasurer, 1913-1916.

Born Sept. 21, 1881; Indiana University, 1897-1900.

Joined the Moose December 28, 1906, and was elected Dictator of Lodge No. 1 at its first meeting in Anderson; Supreme Secretary, Loyal Order of Moose, 1907-1913; Grand Regent, Mooseheart Legion of the World, 1917-1922. Supreme Secretary 1918-1922.

Mooseheart System of Admissions

Just prior to the beginning of the fiscal year upon which we are now reporting, a new policy was determined upon in connection with the admission and demission of students. Up to that time dealings with lodges and others concerned in the matter of admissions was handled by the Mooseheart Governors through the Superintendent. The suggestion was made that the FRATERNITY should properly do that work, carry the necessary expense and deal with the LODGES in the matter of acceptance of children. Cases were then to be turned over to the Mooseheart Governors with the documents for their decision as to admitting or rejecting. The system increased the burden of the Supreme Lodge, and in an equal degree relieve the Mooseheart organization, but the feeling on the part of the Council was that inasmuch as Mooseheart is the property of the Fraternity and the administrating officers of the Fraternity were in very close touch with the Lodges and their officers they were in a position better to carry on the necessary investigation and to deal with the units of the Order on this important matter.

During the year covered by this report, the handling of those matters has been in the hands of the Supreme Secretary, who of course, has kept in close touch with the Superintendent so as to give every opportunity to understand the cases of such candidates for admission as were on the border line of physical or mental capacity. A somewhat more conservative policy on admissions has been the result. A study of the tables of admissions and demissions printed in the Annual Register at the end of this volume will show that whereas Mooseheart increased in population at an average of 100 net per year during the eight years ending 1921, this net increase was reduced to 69 for the 12 months just closed.

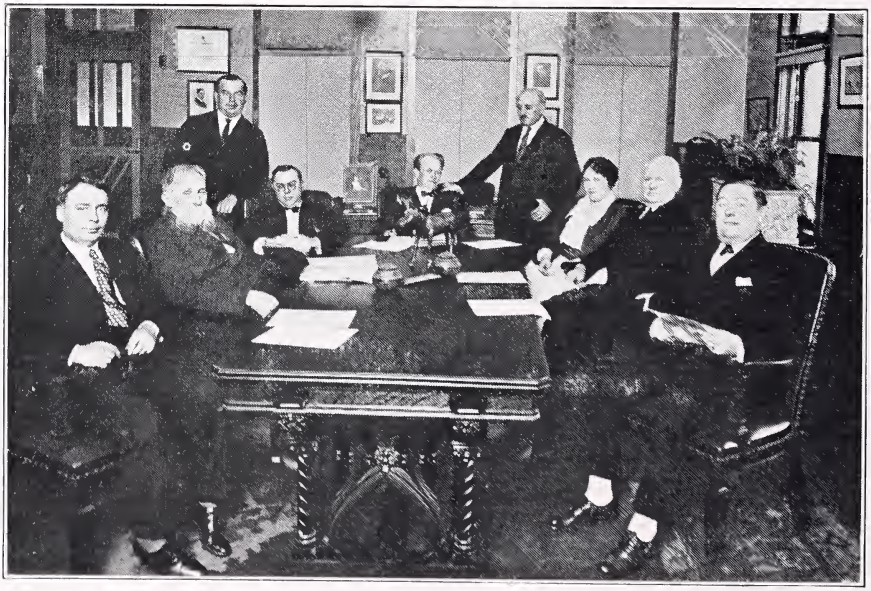
The order should thoroughly understand however, that this change is not due to the unwillingness of the Governors to accept qualified children. The total admissions for 1921-22 were 186 as against total admission for 1921 283. The reduction of the rate of increase is due to a closer scrunity of the cases presented, particularly those of families some of whose children were already at Mooseheart; and to a stronger insistence upon demissions in instances where the families have been reconstructed. The 186 admissions during the year just closed is larger than in any of the nine years in Mooseheart history except three, and in all three of those years the

number of fatherless children was increased by the influenze epidemic, the effect of which is still being felt. The main reason for the change is in the withdrawals which have been twice as numerous as they were two years ago. This in spite of the fact that the Governors have been very watchful that withdrawals shall not be permitted unless there was reason to expect that the children would be well cared for by those receiving them.

The Supreme Secretary wishes to express in this connection the great depth of his appreciation of the cooperation which he has had from Dictators, Secretaries, and others in the Order who have almost without exception, appreciated the problems confronting Mooseheart, and have endeavored to co-operate in a policy which would result in the greatest good to the greatest number. A great deal of credit is also due to the Deputy Grand Regents of the Women of Mooseheart Legion who have gone to lodge after lodge in order that the members might be made to understand why in certain instances children should be demitted from Mooseheart, and why in other instances they should not be accepted.

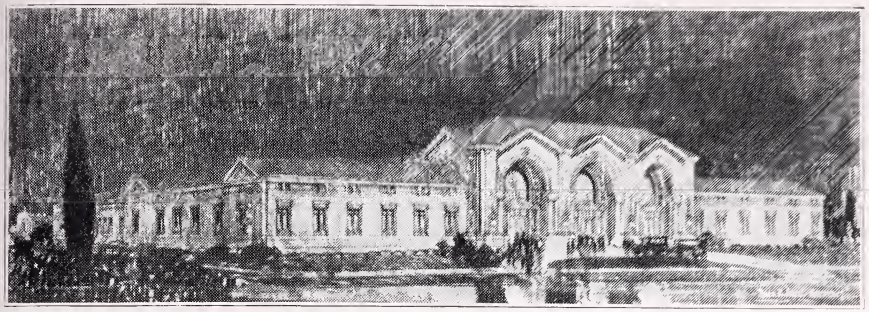
It might not be amiss here to say something about the economic basis of Mooseheart service. In the most recent of the fiscal years of the Order 4500 Moose died. These men left presumably between 7000 and 7500 children. To take all of these children would require about fifty Moosehearts, and consequently fifty times as much contribution, or approximately $11.00 per member per year, instead of $2.00, as is now paid.

Nn one of course ever thought of a service of this character. The virtue in Mooseheart service lies in the thought that the price is so low that the father of humble means is always able to buy it. The reason that the service can be given for such a low price is because of the plain declaration always made and always understood that the benefits of Mooseheart service only come to those children who need it, or in other words to the



MEETING OF THE MOOSEHEART GOVERNORS

There were missing from this meeting, Chairman James J. Davis and Ralph W. E. Donges. Governor John W. Ford, Chairman of the Executive Committee, presided in Mr. Davis' place at the end of the table. Reading to the right from him is Governor Edward J. Henning. Mrs. James J. Davis (who was called in to the meeting to represent Governor Davis in passing on admissions). Governor John J. Lentz and Supreme Dictator James F. Griffin. Reading from Governor Ford to the left are Secretary Rodney H. Brandon, Superintendent Matthew P. Adams (standing), Governor Albert B. Hart and Assistant Director General Fred W. Jones of Pittsburgh who was transacting some business with the Governors.



GYMNASIUM TO BE BUILT BY THE LODGES OF ILLINOIS

children who can honestly be classed as dependent. Mooseheart service is a guarantee to the parent against dependency and the consequent separation of his children from each other in the event of his death.

We have operated Mooseheart now long enough to know that $2.00 will pay such a bill, and we have also operated it long enough to know that $2.00 will not pay the bill if we broaden it beyond that scope.

Living Fathers Service

It is sometimes difficult for the Supreme Secretary to make a living father who has lost his wife, understand why Mooseheart should not take his children for an agreed extra contribution. There is no denying the fact that some service is needed. Frequently the wife of our member dies and the member is not able to organize his home in a way that will result in the proper development of his children even though he is able to earn a substantial income. It is obvious, however, to the student on the subject, that it would be folly to attempt to receive any such children on a $2.00 contribution even though the father did pay all the expense of keeping the children for the reason that the presence of such children at Mooseheart would prevent it from doing its duty to those who send their children mentioned above, and the father who is able to pay the actual expense for his children at Mooseheart, could not claim that they were dependent. Let us keep in mind the fact that a servise for the children of living fathers is desirable; but let us at the same time realize that it can never be given without additional contribution or else a change in the personnel of our membership,—their age, their average number of children, their responsibility,—which will result in a smaller rate of dependency at the time of the death of the parent.

Quality of Membership

I am impressed with the belief that too small a percentage of our membership appreciate the insurance quality in Mooseheart service. In some instances men are admitted to the Fraternity who are not of personal character fit to be protected for $2.00 a year under the Mooseheart plan. A man, for example, who does not support his children while he is alive certainly cannot fairly be insured under our plan. If the children are in a dependent state while he lives, they are no worse off when he is dead, and the family has suffered no loss worthy of our consideration. The presumption in the Loyal Order of Moose always was and is, that the membership is limited to men of good moral character and honest means of support; and this certainly embodies the thought that any man who is good enough to be a Moose has enough self respect to work and support his family when he has a chance.

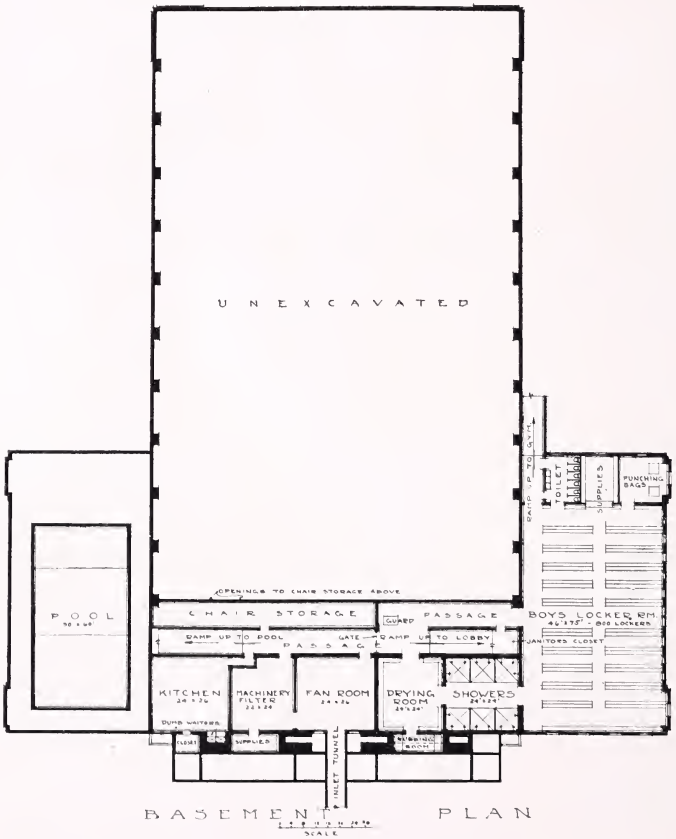
If Mooseheart service is to endure and be a perpetual thing, of value to the men of the Order, we must either refuse to admit the shiftless, lazy, characterless loafer to the organization, or we must insist upon refusing to accept the children of such a person when he dies in the Order. Mooseheart service is not dependent upon a Fraternity of rich men, but it is dependent upon the honest, self supporting, conscientious working men of the

world. Some people have such a small conception of civilized American life that no insurer will agree to protect them for any sort of service. Such men should not be admitted to this Fraternity. Let us hold up before our eyes constantly as a goal, not an organization formed and engineered by business and professional men (although they should have their place in it), but a group of those honest, conscientious, industrious wage earners of America who need our service to such a degree that millions of such men will affiliate with our organization, if we keep it clean enough so that they will be proud of association with us.

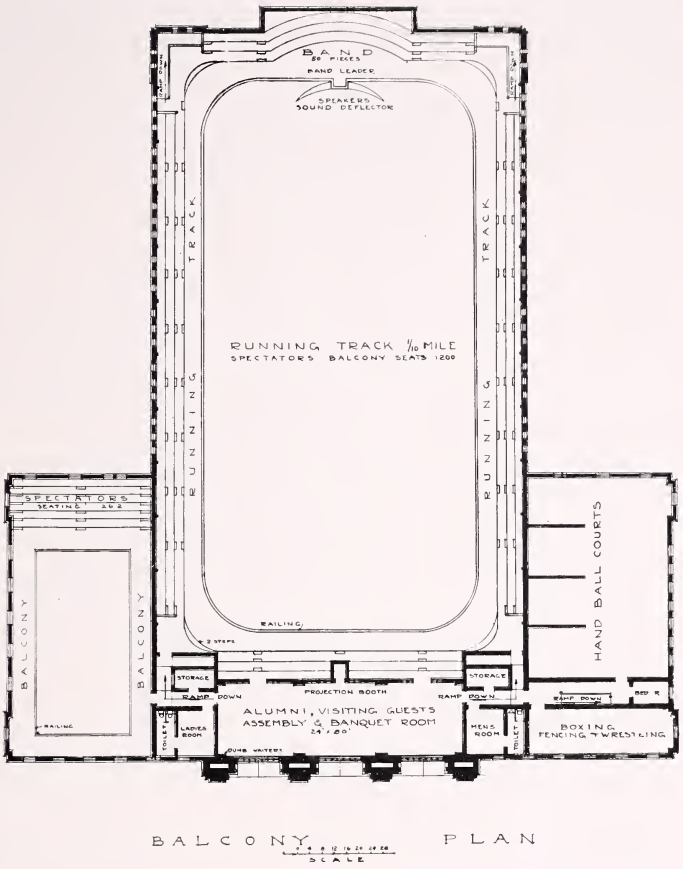
Mooseheart Service Defined

My best definition of eligibility to Mooseheart, after ten years of study of the question, is "The physical and mentally normal dependent children of a man who died a member in good standing of a Lodge in good standing of the Loyal Order of Moose". There are several limitations in this definition. Dependency certainly stops at some age. It is the feeling of the Governors that this age ought to be the one at which the boy or girl can support himself and at the same time improve himself by further education.

There are on the oBard of Governors itself two men who at fourteen years of age were thrown upon their own resources and improved their minds between working hours, and another who has been practically self supporting since sixteen. It is hard to make such men believe that a fourteen year old boy or girl is a dependent child. It has rather consistently therefore, been their practice



MOOSEHEART GYMNASIUM TO BE GIVEN BY ILLINOIS MOOSE LODGES



MOOSEHEART GYMNASIUM TO BE GIVEN BY ILLINOIS MOOSE LODGES

not to admit children who have passed their fourteenth birthday.

Mental and Physical Sub-Normals

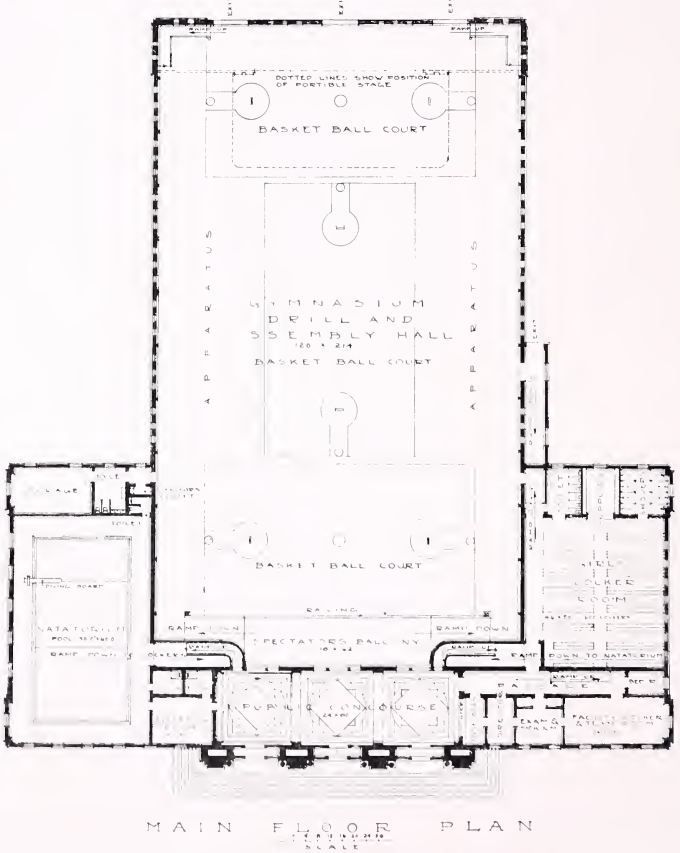
The other limitation, and the most difficult one to bring to the understanding of our membership at large, is the one dealing with physical and mental subnormality. We are all so enthusiastic about Mooseheart (and justly so) that it is hard for us to understand why a state institution particularly designed for the development of sub-normal children can be a better place for some children than is Mooseheart. At the same time there is not a member of the Order probably who would urge the Governors to accept an imbecile or an idiot. This is for the reason that the mental condition of imbeciles and idiots is usually written upon their faces, and is clear in their conduct. Many children who at first sight make a fair impression prove to be incapable of any education beyond the elementary, and will never be able to care for and protect themselves.

Between the normal children and the imbeciles, however, there is that group of "morons" who cause a difficulty. They are not so great in number that they are a menace to Mooseheart service so long as they are not admitted to Mooseheart, and it is sometimes difficult to make the Lodge understand why it is not right to the eleven hundred children who live here to admit these exceptional unfortunates to live with them. The moron

frequently has that confident bearing, intelligent eye and winning smile, which makes the untrained layman think the child is all right, but those who have had experience with such children have come to fear very greatly the results which arise from the association of such subnormal youth with normal children.

Mooseheart is not at all equipped as a correctional school. It has no policemen, no guards, no lockups, no hand suffs, no lishes, it is built on the theory of "thou shalt not"; but on the other hand its discipline is along positive lines, and is based upon the theory that the child shall have the mental ability to tell right from wrong, and to guide his own character. The moron does not know right from wrong, or if he does know it, he has not the will power to hold himself to the right. Human beings to me are like the man who drives a team of spirited horses down the road. The driver realizes the power of the team and may occasionally slack up on the lines enough to let them have their own heads on a smooth stretch of road with no obstacles in sight. The normal driver, however, never lets the team get away from him. The moron when he feels the joy of speed and the tingling of the wind whizzing past his ears, lacks the reserve force to slow his tteam down at the turn, and consequently smashes into the fence, to the destruction sometimes of himself, but more often of the innocent bystander.

Morons require special training and special care in an institution particularly developed for that purpose. When the Mooseheart Governors refuse to admit a child who on a mental test shows an "I. Q." in (intelligence



MOOSEHEART GYMNASIUM TO BE GIVEN BY ILLINOIS MOOSE LODGES

quotient) under 85, they do it with the understanding that it is for the child's own good, much as it hurts them to refuse admission to the child of a deceased Brother. That child should have the special training which the states have almost without exception developed, whereby there may be thrown around that incomplete mentality the safeguards of real guardianship.

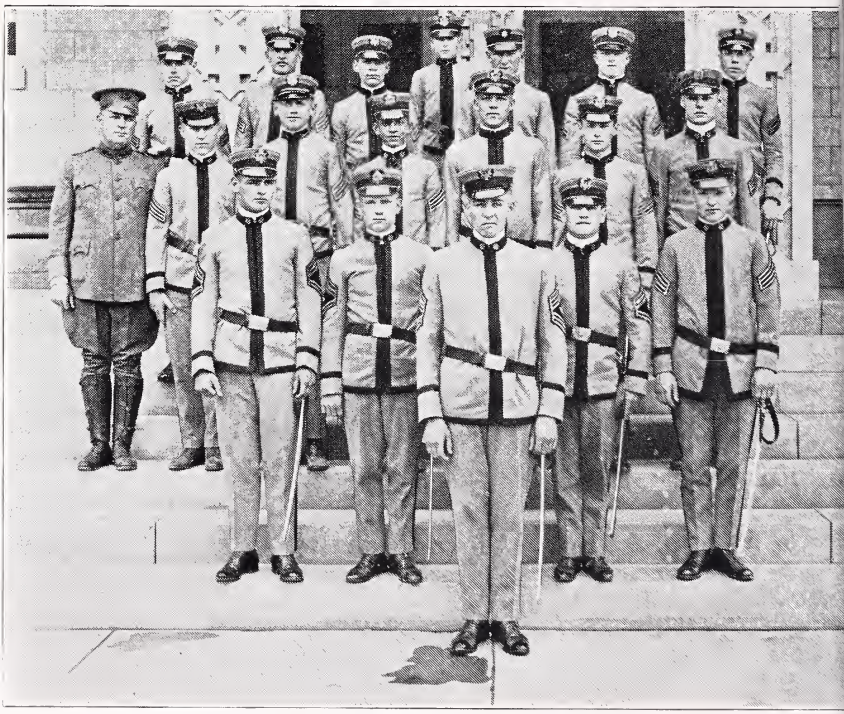
tt is a good deal to ask of the officers of the Lodge to urge them to withdraw an application for certain children or a whole family to Mooseheart because the children are subnormal mentally. It is difficult of explanation; the community perhaps blames the Lodge for it. It disheartens the officers, and sometimes the membership; but if the officer or member who is hurt because of the necessity of this exceptional situation, will, when that time comes, if it ever does come, get on the train and come here and look into the smiling, happy faces of the eleven hundred normal children of Mooseheart, he will take solace in the thought that he has been a part of a living barrier of protection between these eleven hundred children and the danger of defilement by association with those who through no fault of their own are mentally incompetent or incomplete.

The Governors Meetings

During the last fiscal year the Governors met once each month. In May and December of 1921 these meetings were held at Washington out of regard for the pubilcities of the Chairman of the board. Once (May, 1922) the meeting was held at Pittsburg for were held at Mooseheart. There were Board during the year other than the army or of a new Supreme Dictator and that same harmony and concert of action which has always characterized the Governing Board of Mooseheart, characterized their every meeting.

PLAY ACTORS

Boys and girls in this picture learned certain songs having to do with the snow and the winter and sang t songs with sleds and cotton batting as "props" on the stage during the Assembly.



OFFICERS OF THE MOOSEHEART CADETS

Reading from left to right from the front: Colonel Russell Cretcher, Wabash (Ind.) Lodge No. 1195; Maj Robert Robertson, Richwood (W. Va.) Lodge No. 770; Lieut. Col. Bruce Taylor, Montreal (Can.) Lod No. 1111; Major Richard Whelan, Butte (Mont.) Lodge No. 431; Adjutant Acton Schiemann, Rochest (N. Y.) Lodge No. 113; Capt. W. E. Quick, Cadet Instructor; Capt. Alex Goss, McKees Rocks (Pa Lodge No. 61; Capt. Howard Randall, Chicago (Ill.) Lodge No. 521; Capt. Ray LaFlamme, Attlebo (Mass.) Lodge No. 463; Capt. Fred McConihay, Toledo (O.) Lodge No. 713; Capt. Herman Colson, Palati (Fla.) Lodge No. 140.; Capt. Richard Kuhns, Apollo (Pa.) Lodge No. 261; 1st Lieut. Neil Hayes, Ch cago (Ill.) Lodge No. 589; 2nd Lieut. William Robertson, Richwood (W. Va.) Lodge No. 770; 1st Lieu Harold Goold, St. Joseph (Mo.) Lodge No. 315; 2nd Lieut. James Kuhn, Donora (Pa.) Lodge No. 15 2nd Lieut. Robert Lane, Columbus (O.) Lodge No. 11; 1st Lieut. Thomas Bowen, Harrisburg (Pa.) Lod No. 107; 2nd Lieut. John Grant, McKeesport (Pa.) Lodge No. 41.

Chapter III

Mooseheart—The School-Home

By MATTHEW P. ADAMS, Superintendent

Matthew P. Adams, Mooseheart, Illinois. Superintendent of Mooseheart since 1916. Born in Vineland, New Jersey, July 4, 1880; graduated Boston English High School 1900; S. B. Harvard University 1904; A. M. Columbia University 1913; graduate student Columbia University for Ph.D., 1909-1916; student New York City School of Philanthropy, 1913-1916.

Student-teacher Rindge Manual Training School, Cambridge, Massachusetts, 1903-1904; Supervisor of Agriculture, New Britain, Connecticut, State Normal School, 1904-1909; Superintendent New York City Children's Aid Society Schools, 1909-1916.

President New Britain Teachers' Club, 1908-1909; Secretary National Society for the Promotion of Industrial Education, 1909-1910; Secretary New York Branch of the National Society for the Promotion of Industrial Education, 1910-1915; Secretary New York City Industrial Education Round Table, 1912-1916; member of Staten Island Conference of State Officials in Vocational Education; member of the Executive Committee of the National Board of Review of Motion Pictures, 1911-1916.

Life Member of New York City Lodge No. 15, Loyal Order of Moose; Past Dictator of Mooseheart Lodge 00, Mooseheart, Illinois, 1918; Past Dictator Grand Lodge of Protection No. 13, Mooseheart, Illinois, 1919; Governor of Junior Order of Moose Lodge No. 1, 1918-1922. Member of Pilgrims' Degree.

Home Life of Children

Everything we do at Mooseheart is done in a practical way. That is, we do things to get certain results and we try to do just the things that are necessary to get these results. We talk a good deal about love being used in the management of the home and the children here. By that we do not mean "mushy," sentimental love. We mean the home and family love that right kind of people have in their homes and that makes them stand by one another and do the right things by each other. That kind of love is strictly practical, in fact it is not efficient to try to make a home without it. So the first thing we have to do here is to create the atmosphere of home love.

Anyone who has had children to "bring up" knows that it is not enough to say, "Here is an estate of a thousand acres or so, and buildings to live in, and schools, and food and clothing, so send along the children. Everything is here." That is only the beginning of what is necessary. Unless the spirit of home love were here the children would simply wither away.

In the same way anyone who has had children to "bring up" will understand that a big practical problem we have to solve is to keep the children happy here all the year round, year after year. Mooseheart is not a school from which the children go home for a three months' annual vacation. It is their home in which they live all the time, all the years—until they graduate.

Mothers, fathers and teachers are all interested in these problems and will be interested in the way they are being solved at Mooseheart. For

these are real, important problems and can only be worked out in a practical way. How it is done here, shows how it can be done in other places.

Preserving the Individuality

In the first place the conditions of the home problem at Mooseheart are just the same as those in any home. That is to say, a child at Mooseheart is not a "case", he is an individual. No amount of high average success is going to be satisfactory, if it means that individual children are lost sight of. The household at Mooseheart is the home of the individual child just as the family is that of the individual children in the family. All children are different in their ways, their likes and their dislikes. They are hard to handle in crowds because they are so different.

The individuality of the child is his most precious possession. If he is crushed into a pattern he is robbed of his personality. It is individuality that makes people strong. The "institutionalized" child only knows how to do what he is told to do. The person of strong individuality has initiative and courage and can make his way in the world.

If children were all of about the same pattern and disposition, like a flock of sheep, they would be easy to train and handle. But children are of a nobler species than sheep. Each one of them is a little king or queen of his own individual personality. In the cruel old fashioned institution for children the idea was to make them as much like sheep as possible. Mooseheart has just the opposite plan, to conserve their precious individuality.

The question of how to "bring them up" is answered in the most practical way—do it by home love. The difference between a home and an institution is that a home is run by love and an institution is run like a machine.

JUST A BUNCH OF "HARUM-SCAREMS"

They are ready for any old thing. Mothers and fathers can tell at a glance that they keep us busy, very busy, but we love them for they are real boys and girls, just like we used to be. Reading from left to right they are: Velma Barnett, Beekley (W. Va.) Lodge No. 1606; Sarah Smith, Rock Springs (Wyo.) Lodge No. 469; Jack Gibbons, Newport (Ky.) Lodge No. 510; Leonard Franciseo, Middletown (N. Y.) Lodge No. 336; Anna Regner, Columbus (O.) Lodge No. 11.

THE DESBLES FAMILY

One of the splendid things about Mooseheart is that mothers may come to the school with their children. At present there are about eighty widows of deceased members of the Moose who are making good at some work in the various departments at Mooseheart. The members of the Moose are making the preservation of this kind of family life possible.

In the home the parents delight in the different individualities of the children Why? Because they love them. The different natures of the children are a joy and a constant source of interest to their parents, who know that through the right development of the children's individuality, comes a full, worthy life. Sometimes the children are a trial, even a very sore trial, but their parents love them just the same. So do we at Mooseheart. Now this brings out a very practical answer to the question of how to create the atmosphere of home love in Mooseheart. This comes through many of the following ideals, suggestions and plans.

Small Units

There are comparatively few children in any family home, so that each child can get individual care and the treatment that his own particular personality requires.

So Mooseheart is planned along the ideal of a large family home with a foster father and mother. The Mooseheart families live together in groups with children of various ages, in separate homes, with Mooseheart's foster mothers and fathers living with them and caring for them as "blood" mothers and fathers do. This is what you might call making the home fit the child, instead of hammering the child into a mold to fit the machine-like system of an "institution." Mooseheart is not an institution; it is a city of homes where there is a family life.

Idea of Ownership

The children have their own dining rooms. They leave their homes in the morning to go to school. They play around their own yards or go to visit other children and play in their yards. They have their own toys, dolls, marbles, skates, cameras, baseball bats, gloves and so on, according to their ages. They have their own clothes and all dress differently, although

none dress more expensively than others. They have their own collection of books, pictures and all the things that children like to own.

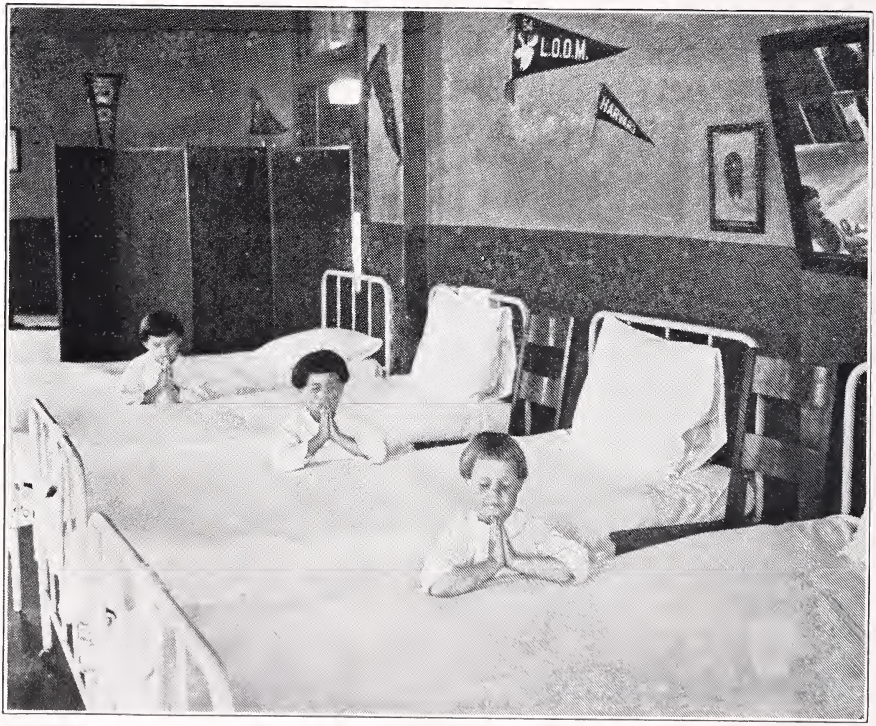
Comparison With Outside Schools

A practical point that has a great deal to do with the creation of the home atmosphere at Mooseheart is the separation between the home and school. In this way the school is a better school and the home is not simply a continuation of the school. The Mooseheart Matrons and Proctors are not school teachers; they try to be real fathers and mothers. The school teachers are professional ones, chosen for their education and ability; they do not live in Mooseheart and have nothing to do with the children outside of school hours. So the children on leaving school have a complete change from the school atmosphere and come back to homes that are real ones with nothing of the school room about them.

Matrons and Proctors are Foster Parents

The Mooseheart mothers and fathers are chosen for their motherliness and fatherliness. They live with the children, eat with them, sleep in adjoining rooms, watch over them, comfort them, pet them and care for them as if they were their own. The Matrons look after their clothes, see that their little personal belongings are well cared for and tuck them in at night. The Proctors talk with the boys, advise them in their problems, enjoy their games and watch over them as wise fathers do.

Right here comes in the practical point that has more than anything else made the success of Mooseheart. It is family love. I have been trying to emphasize all through this article the practical importance of love in the



"NOW I LAY ME DOWN"

A member of the Moose or Legion looking at this picture will be reminded of the nine o'clock ceremony which takes place in all of their meetings.

MEAL TIME AT OVERLOOK

e tables at Mooseheart seat about six or eight people. The children, while at the table, act in the same way as the children in the average American family.

me. Evidence of family love is to growing boy or girl what water is a plant. Nothing can take its place.

We are successful in creating the me atmosphere in Mooseheart be- use it is not physically possible for e right sort of men and women, with e qualifications of motherliness and therliness, to live with a group of owing young people and not come love their charges. This is the sult of the life in the Mooseheart mes. The Matrons and Proctors are devoted to their "families" as if e children were their own. The chil- en have all the benefit of real home e.

The great problem in the creation this Mooseheart home life is the ding of suitable Matrons and Proc- rs. Many persons of the highest alifications of personality and char- ter are not suitable for this work. requires the essential qualities of therliness and motherliness, and eat patience, wisdom, forbearance, lf sacrifice and devotion.

Good Fellowship

In an atmosphere in which so much ress is put on the manifestation of e spirit of home love, parents may k what becomes of the child who is clined to be taciturn and reserved? es not the eager, demonstrative, fectionate child get the center of e stage to the detriment of the children who are quiet and retiring? Won't some children get all the petting?

The answer to this question has not been left to chance. Children who want a lot of petting may crowd up and get it but no child in Mooseheart has the slightest fear of being neglected. The employees pay especial attention to the silent and retiring ones. Not for any offense nor under any provocation whatever may any person use corporal punishment on a Mooseheart child.

The sullen child in nearly all cases, if not disturbed by ill health, is so because of a sense of injury or injustice working in him. Remove this and the sullenness breaks down and the real happy nature of the child comes out. In the Mooseheart home the utmost fairness is required of all those in authority.

This brings us to the question of correction or punishment. The most important and the most perplexing of all problems in the rearing of children. We think we have at least partly solved it because of the successful results attained.

Correction and Punishment

It is really astonishing how little punishment is needed, when it is administered merely for the purpose of guidance and correction. One has to live in an atmosphere that is free

from severe punishment in order to discover this great truth. Most of the punishment inflicted in the world is done in fear or hate, and it does incalculable harm. The only kind that does good is the correction that is administered through love.

Absence from Mooseheart of all corporal punishment clears the atmosphere, once for all, of a heavy burden and a great temptation. It makes life far easier for the Matrons and Proctors and lifts from the home the worst shadow that could be over it.

The usual punishment at Mooseheart is by a simple demerit system. It consists of deprivation of certain privileges and assignment to certain routine tasks until the demerits are worked off. The punishments given under this system seem light to people accustomed to harsher measures, but the demerits prove in actual use that they are about all that is needed to keep the children in the right track.

Fairness, as I said before, is carried to the extreme in Mooseheart, and this especially shines in the giving of demerits. All are subject to appeal and even to a student committee. It is almost impossible for a student to feel that unjust punishment has been given. No punishment at Mooseheart is administered to gratify anger or for the sake of inflicting pain, and so no smart remains.

The worst in the way of punishment that can happen to a Mooseheart student is to see his home group galloping off to the movies or to the Lake or play in the fields, while he remains behind, isolated in his hall or at the farm, to clean up the walks, work in the fields, etc. This is certainly light punishment. There is nothing about it to cow or break the spirit. It would hardly seem possible that such mild correction would be enough to control vigorous, aggressive young boys, but "the proof of the pudding is in the eating," and the answer is that it does the work.

Food and the Children

In a home where there is a wise father and mother, the food is selected most carefully. Mooseheart has a decided advantage over the ordinary home in that a Dietitian, giving her

BABIES ABOUT THE CHRISTMAS TREE

Each of the fifty-four buildings in which the Mooseheart boys and girls live has a Christmas tree and each student gets his presents just as they used to when their mother and father were alive. No children in any private home could really have a more wonderful Christmas than do the children at Mooseheart, thanks to the big hearted friends who have always been so interested in them at this, as well as all times of the year.

CAROL SINGERS AND TRUMPETERS

In 1916 Superintendent Adams started the plan of having a group of boys sing carols on Christmas morn. Later the trumpeters were added. One of the most beautiful mornings of the whole year at Mooseheart is on Christmas day when the resounding tone of the trumpets wake one to hear the clear melodious tones of the boys singing the old time Christmas Carols.

full time to the work, makes out a menu for a week at a time, every meal during the week being different and there being do duplication of groups of menus, from week to week. The menu is made out for the boys and girls according to their ages, the babies having one menu, the younger children another and the older ones still another. Two at least of these menus are followed in every hall, for children of all ages, from four up, live in the same halls.

The meals are attractively served at Mooseheart. The number of children in most of the families is fairly small, thus allowing homelike cooking.

Mooseheart is like a family home, or is a home, in that the children, at times, have doughnuts, cookies, pies, and jams and are allowed on their unoccupied afternoons or evenings to make fudge or candy. The little ones, too young to earn money, are allowed five or ten cents for candy on Saturday if their behavior during the week has been good. Is not this like your own home?

When the little ones come home from school in the afternoon they may have bread with either molasses or sugar on it. Is not this a touch of real home? Not infrequently during the Spring and Summer a whole household will go out to Moose Springs beyond Moose Lake for their supper or luncheon. Many of the strongest home memories of Mooseheart will come from the picnics and hikes that the children take. The caretakers are not too busy to do these extra things that are too often infrequently done in ordinary homes.

Clothing

At Mooseheart, as in all well regulated homes, the clothing of the children is not uniform. It is different in color and texture and the clothing is all their personal property and not worn indiscriminately; in fact at Mooseheart more care is used in this than in the ordinary home, for a great effort is made here to instill in the child respect for the property of others. The result of the clothes being different, is that there is no institutional appearance noted among the children.

One way this is avoided is by the children not wearing overalls all day long instead of ordinary clothes. Overalls are always used in the shops or where the boys are doing work which would dirty their clothes, but they are never used as a substitute for children's clothing. In other words the Mooseheart child is not dressed in a uniform.

Freedom of choice is allowed in regard to the selection of clothes. The children may choose the color or cut they prefer. Even when they have their hair cut they may have it cut to suit themselves so long as it is not an exaggerated style. The same is true in the selection of their shirts, collars, etc., there is a latitude allowed which encourages individuality.

Mooseheart is truly democratic in that the children are all considered equal. Every child is just as good as any other. None can own an automobile, nor dress in silks and satins or things of that sort even if they are provided by outside friends. Every child is placed on the same basis.

At Mooseheart, just as in the wise home, the Matrons and Assistants mend the clothing of the children, that is, of those too young to mend their own. A place where a child receives love, food and has its clothes mended is pretty nearly the child's home. There cannot be much lacking.

In the ordinary family where there are a number of boys and girls, they of course, outgrow their clothes rapidly. The good old-fashioned system is used at Mooseheart of handing down clothes that are simply outgrown to the younger children. This does not mean, as it does in so many homes, that the younger children always have none but "hand-me-down" clothing. Each young child is entitled to a new Sunday suit. The "hand-me-down" clothing is only used for school wear. Moreover, all such clothing is laundered or dry cleaned and then pressed and mended before being handed over to the next child. This is a lesson in economy learned through participation in it that will be of great value to the Mooseheart boys and girls when they have homes of their own.

Sewing is taught to both sexes. All boys of suitable age know how to sew buttons on their clothing and make small repairs. Besides doing this the girls are taught to make their own clothes and are also taught knitting and crocheting. Is not this what is done in the best regulated families?

Attractive Homes

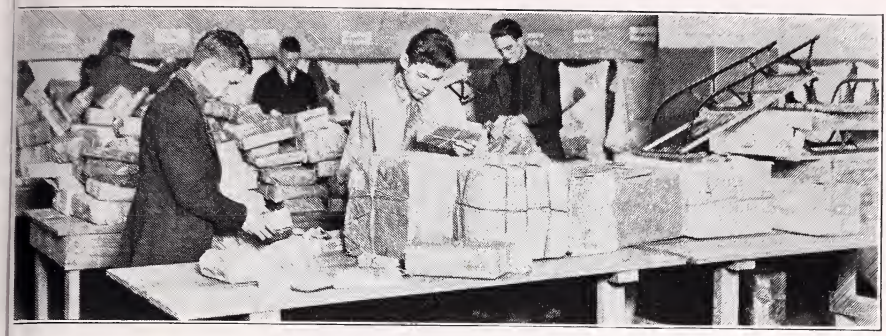
A home in the true sense is more than a place to keep the rain off and the cold out. It should be a beautiful place. This is true at Mooseheart. The buildings are architecturally beautiful and they are furnished in a homelike way inside. There are pictures on the walls, there are flowers and plants about the rooms. As in all true homes there is an ample number of rocking chairs provided, enough for all the little children, very unusual in a school for boys and girls. Wherever possible fireplaces have been built and they are not merely ornaments but they are used. This gives the cozy homelike feeling, which is too infrequent even in good private homes.

It is not an uncommon thing for visitors to go into a hall and find the matron with a group of girls about her either telling them stories or talking over things in the intimate way that only a mother can.

Most of the children have a locker or closet or shelf for their very own, just as in a small family a child may have a room to him or herself. At Mooseheart this takes the form of a boy or girl putting up pictures of relatives, or hanging up pennants or other decorations near or around the bed. In most schools there

PERSONAL DELIVERY OF PRESENTS FROM THEIR LODGE

Sometimes representatives of the Lodge come in autos or sleighs with packages and good things for the Mooseheart children which they do not dare to entrust to the usual methods of delivery. Here are some good friends from Joliet (Ill.) Lodge.



CENTRAL DISTRIBUTING ROOM FOR CHRISTMAS PRESENTS

Here are assembled all the packages for the children. They are labeled by the hall where thte students live and placed in large sacks about the room already for delivery on Christmas Eve. The older Mooseheart boys and girls delight in playing Santa Claus and assisting in the proper and accurate distribution of the presents from home and friends.

is a rule that pins or tacks may never be driven in the walls, but here the little cost of repairing the plaster is more than made up by the homelike atmosphere.

Children at Mooseheart also have "junk" privileges. By this we mean that they may collect different things. Sometimes in the case of younger children it is boxes, sometimes minerals, sometimes bugs, sometimes arrow heads, Indian relics, leaves, post cards, stamps, pictures, newspaper clippings, or pictures of motion picture actresses. We older persons often term these collections "junk" and most grown-up people acknowledge that they have "junk" of their own which ought to be got rid of. Usually attics are full of "junk". The Mooseheart students are allowed to accumulate and keep theirs. This is one of the most pleasing aspects of the home. There are very few schools where the students are allowed to do this.

Big Brother and Sister

At Mooseheart, as in all good homes, the big brother and sister idea is fully developed. The big boys and girls help the little ones to dress, comb their hair and see that they get ready for school. They sit at the head of the table and serve the little ones just as a mother or father would do in a family.

Mooseheart boys and girls go visiting. The boys visit their sisters in the girls' halls and stay to dinner. The boys also go on hikes and take their dinner with them.

Just as most mothers and fathers would prefer to have their children play about the house or in the back yard so the girls and boys play about their homes. In many of the yards there are tennis courts and the yards are so big that it is possible to carry on a baseball game in most of them. During the horse shoe throwing season they are more likely to pitch horse shoes in their backyard than down on the playground. The children seem to "hang around" their homes more than children do about ordinary family homes in the cities.

Religious and Moral Training

Religious and moral training is more needed in a school where boys and girls live than it is in an ordinary family; for in the latter case the boy and girl often does right through the close association and deep "blood" love of the mother and father. Where the mother and father have passed away, right action looks for an incentive and perhaps the best is that based on religious and moral training.

All children at Mooseheart are required to fulfill their religious obligations. This means that they must attend religious exercises of their faith. Fifteen minutes time is allotted to religious reading and study each night out of published matter of the particular religious sect to which the student belongs. On Wednesday afternoons there is study in the school of the church or Sunday School lesson for the following Sunday. This is taken up from the geographical, his-

torical and sociological side.

At nine o'clock every night in all Moose Lodges of America the Moose look to Mooseheart and offer a prayer for the children. At Mooseheart the children kneel beside their beds with clasped hands and bowed heads for a silent period of prayer.

Matrons and Proctors who are trying to act as wise foster mothers or fathers to the children are expected to attend church regularly, thus fulfilling their own religious obligations. To induce the proper religious feeling and spirit in children it is necessary that those with whom they associate show earnest religious feeling, as children are very imitative.

No arguments or discussions of religious questions are allowed. No derogatory remarks or criticisms of different religious faiths are tolerated from any employee or child. This is one of the rules which is very strictly enforced at Mooseheart as it should be in any good home.

The boys at Mooseheart do not think it is "big" to be loud mouthed and "fresh". They understand that this doesn't "get them anywhere". Visitors who have been at Mooseheart for a week or two often comment on the fact that they never hear an oath or swear word. Isn't this something that the Moose all over America may be proud of?

At Mooseheart the boys and girls are told that their fathers knelt at the same altar in the Lodge room and took an obligation that they would act as brothers to each other and would be sympathetic and helpful and friendly. This explains why at Mooseheart the children and their fraternity brothers do not fight.

Just as the children in a well regulated home are taught that it takes a very brave boy or girl to refuse to do wrong in spite of the taunts and sarcastic words of others, the Mooseheart boys and girls thoroughly understand that a high type of bravery is exerted in doing right even if public opinion may be against them. Also that it takes the highest type of bravery to make one say to another to whom he has done wrong, "I am sorry. I hope you will overlook it and forgive me."

Financial Training

All parents and those who have custodial care of children have felt the need of boys and girls being taught to understand and practice economy in financial affairs. It is particularly true in city life which is not well adapted to give the right

CHRISTMAS INCOMING MAIL

There are mail pouches, wagon loads and even carloads of incoming parcel post packages during the days before Christmas. These are all carefully recorded on a card for each child. The packages are then labeled with the name of the child and sent to a central distributing room. On Christmas Eve if no package has come for a child, Santa Claus, in the form of older Mooseheart boys and girls, wraps up an extra package for the student whose present from home may be missing, thanks to the generosity of members who send money for this special purpose.

FRONT ENTRANCE TO ALASKA HALL

understanding of the four fold problem of earning or getting money, giving money, spending money and saving money.

Most children in family homes have the idea that very nearly everything they want can be had for the asking, especially if it is needed. It would be good for many children, if they could, like the Mooseheart children, feel a real need and at the same time experience the sadness of not having money enough to fulfill it. The opportunity comes to very few children to see the bread winner earn the money that is spent on them or to earn the money themselves.

Moreover, during the World War earnings were so high that a false standard of earning and spending was established. In returning to a "financial normalcy" in the nation, there should be a return to a "financial normalcy" in the home.

Getting Money

Children usually obtain money through irregular gifts, regular allowances or earnings.

Children at Mooseheart as well as most of those in ordinary homes get money gifts at Christmas. In fact, the modern attitude of many parents and friends of children is that of arranging for cash gifts at Christmas rather than purchased presents. The same may also be said of birthday presents. Money is often given children on other occasions. This, however, should never be in the form of a "tip" for the general tendency in American life is to be reluctant to accept such gifts. These occasional gifts also should not be for service rendered in the home for it is incumbent, of course, upon every child to do his fair share of the work which he or she has made necessary.

Money gifts to children are natural and right, especially gifts to children who are too young to earn money. Young children should have the experience of receiving money, giving money, saving money and spending money.

Regular allowances are not so common as they should be. A man whose wages may be small, in fact, only fifteen or twenty-five dollars a week, should give his boys and girls a few pennies a week in the form of a regular allowance. Unfortunately, the "few pennies a week" allowances have, because of the present false financial standards being so much higher, become a real burden on the bread winner.

There should, however, be a regular allowance in the case of all children too young to work for money, or those whose time is so taken up that they cannot devote much time to work for money. This is also true of the boy

who may be working for wages but has to turn in a certain part to support the family.

A boy or girl who does not receive a regular allowance of some kind is greatly tempted to steal or take things that do not belong to him, in order to satisfy the natural craving of boyhood or girlhood for candy, picture shows, etc. Another great advantage of having a regular allowance is that it causes the child to plan closely and make careful choice of what he buys.

Of course, the amount which a boy or girl receives should depend on their age and also on the disposition to save a part. It is better for the sum to be small rather than too large, so that the child always feels the need of more. Then, of course, it depends on what it is to be spent for. A child who has no allowance very often develops a feeling of inferiority as far as his companions go, if they have money which they can spend and he has none.

The time of payment and amount should be definitely fixed and a child should never be allowed to go into debt, at least for things that he wants for his personal gratification, such as candy, or ice cream. It is right, however, to allow him to go in debt fo other things where the very experi ence may be of benefit to him. I would seem reasonable that if a bo wanted a pair of rabbits or some hen and had a part of the money, that h might be able to anticipate his allow ance through borrowing in order tha he might get the rabbits or hens. Th father or mother would be enabled t give the child a most valuable experi ence if they would make out a not which the boy would have to sign, pay ing interest on the loan, the note t be settled by payments at regular in tervals from the weekly allowance.

Children like to earn money, and in all cases where this is possible there should be a definite rate of wages for certain work. This should never be for household tasks, which are part of a boy's or girl's duty to the family. It should always be paid for outside extra work done during the out of school or unassigned time which a child has.

The children at Mooseheart think out many plans to work for pay and earn money, mostly in the following ways:

Magazine route
Work in garden

THE KUHNS FAMILY

Mrs. Kuhns and her seven children came to Mooseheart six years ago from Apollo (Pa.) Lodge No. 201. Her two older boys graduate in the class of 1922, one in the Machine Shop and the other in Garage work. Here again a member of the Moose stops to consider what might have happened to this splendid family should it have been left to its own resources during the last six years. No matter how intelligent and wise a mother may be, it is impossible to bring up her family with the father gone.

MOOSEHEART CHRISTMAS PRESENTS

Each year at Christmas time, thanks to the generous friends of the children, it is possible to provide every Mooseheart boy and girl with one or two presents. Here we see the presents being wrapped up already for distribution on Christmas Eve.

Raising pigeons
Shining shoes
Knitting
Old rag sale
Clerical work
Driving wagon
Crocheting
Old iron sale
Switchboard work
Monitor work
Taking in sewing
Selling fresh fish
Novelty work
Work in store
Driving auto
Collecting old paper
Making and selling souvenirs
Pearl fishing
Typewriting
Work in shop
Raising poultry
Cement work
Farm work
Watchman work
Fur of trapped animals
Care of furnaces
Making and selling candy
Selling eggs, raised by the vendor

Adult supervision is necessary in the case of all work done by children, just as there should be knowledge and approval of all business transactions made by children. Early business experience is of great advantage to a child. There is danger, however, that unless such transactions are carefully safeguarded the commercial instinct, if developed too early, may grow strong at the expense of sympathy, resulting in the child resorting to tricks, etc., and not being fair in business deals.

The great interest of today—unfortunate as it may be—is a financial one. This being so, it behooves the family and also the school to make it possible for its members to work for pay.

The only way to prepare children for life is to have them live through "life" experiences. We can tell them what they ought to do, how they ought to behave, etc., when they get out in life, but unless they actually live through somewhat similar experiences in their home or school, they will not know how to act when out in the world, on their own resources.

This is one of the reasons why good boys and girls from fine and sheltered homes—boys and girls who have been deprived of experience in self determination and life problems—often go astray when the home ties and influences are severed.

Work for which the Mooseheart boys and girls receive pay is extra and outside of that period of two and a quarter hours daily which they give to home duties and chores. They work away from the hall where they live. In general they do work for which otherwise an adult would have to be hired. Four or five students working "part time" often replace the service of one employee. A sliding scale of pay from ten to fifteen cents per hour is the rule. The actual money earned

is sent to the Student Savings Fund. It is credited to the student's account and used as the student desires—under supervision of employees of Mooseheart.

Giving Money

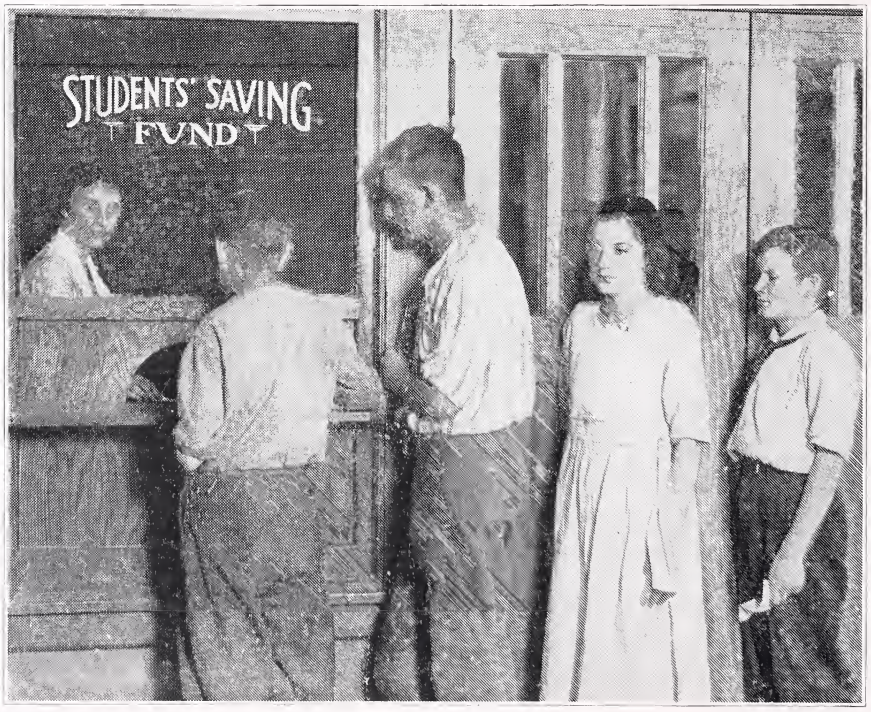
Too often in their financial training, parents and those in the custodial relationship to children, neglect to arrange for opportunities through which children may develop the habit of generosity through giving. Children should be taught, as they are at Mooseheart, to give to the particular church organization to which they belong. They should also give in the case of worthy appeals such as for the starving children in Europe and other needs with which they should be very sympathetic. Older boys and girls who may be earning money should also be taught to give to their younger brothers and sisters who may not be of sufficient age to have much earning power, just as boys and girls in family homes, should give to their mother or help the father support the family if there is need.

Money Saving

Parents are fond of encouraging children to save money. Certain facts, however, these parents should keep carefully in mind.

In the case of younger children, there should be some object in saving. It is not worth while to urge a child to save for his old age as that is such a long distance off that there is not sufficient incentive. A young child, however, will readily save to go to a picture show or to buy a pair of pigeons, roller skates, or a camera.

In the case of younger children, the saving should be for some specific



MOOSEHEART STUDENTS' SAVING FUND

At Mooseheart there is a sort of bank for the students. Money that comes in as gifts for them is deposited in this bank as is also money that is earned. Money can only be taken from this bank on a check made out by them and approved by their Matron or Proctor and in case it is a check for more than twenty-five cents then the Superintendent is consulted. If a student has a "regular job" it is also possible for him to borrow small sums in addition to what he may have in order to go into the chicken business or something of that sort.

STUDENT POST OFFICE

Every letter which comes in to Mooseheart students is closely examined and if from a relative, Lodge or a close friend it is not opened but placed in the mail box of the hall in which the boy or girl lives. All letters from other people are opened and read just as would be done in an ordinary home by the father or mother. Students receive mail twice a day, just before dinner and then again just before supper.

object and not for general purposes or for large sums which require saving over too long a period. The satisfaction of spending and getting the thing must come at frequent intervals. A child can only be trained and habituated to intelligent saving when it has learned that by saving up money instead of spending it for little things as it gets the money, it can eventually get something more highly prized.

At Mooseheart this saving is arranged by the incoming gifts for the children and the money received for work done, all of which is sent to the Students' Saving Fund. Money in the Fund can only be drawn out by check.

Each student who wishes to draw money from the Fund must present with his check a passbook showing what he is to spend the money for, otherwise he cannot get the check cashed. Matrons and Proctors make inquiry as to what the money is wanted for. All checks for twenty-five cents or above are approved by the Superintendent who sees the items the child is to spend the money for. Boys and girls having a certain amount of money in the Savings Fund can transfer the amount to a nearby bank in Aurora or Batavia where the money will draw interest. It is put in trust for them, so that they can only draw it out with permission of the Superintendent. A number of Mooseheart students have saved up and bought Government bonds and some of the Mooseheart debentures. It is, of course, of very great value for any boy or girl to know what a "bond" is and what a "coupon" is and for them to get in the habit of buying bonds of small denominations.

Spending Money

Saving is important and is usually the part of a financial training most emphasized by mothers and fathers, yet saving is not all. Wise spending is very necessary for a proper financial educaion on the part of the child.

A child usually gains the knowledge of how to spend money before he earns it. There should be, of course, proper supervision of such spending. The amount of money which a child is allowed to draw out of the bank should depend on the total amount the child has there, the earning power of the student and what reasonable things it is to be spent for. Most children need to be restricted in their spending. A limited group of children, however, should be encouraged to spend because they are sort of natural misers.

There are some children who are very set on the fact that they want to spend the money on a certain thing and no argument will convince them

that it is unwise. Once in a while, the mother or father who knows most about children will give permission for them to spend the money desired, even if they know that it is a foolish thing, for later on the child will realize this and then say to himself that it would have been better to have followed mother's or father's advice. The child will then gain respect for adult ideas, which would not be possible if he did not have the opportunity of making the mistake of spending the money foolishly. As a matter of fact, this may be money well spent, for the lesson learned may be carried through the child's whole life and perhaps prevent greater losses later on.

In the case of young children, spending money of course goes mostly for candy or ice cream. Later on they should have their allowance increased so that they may purchase a part of their clothing. In some cases it might be possible for children to have an allowance that is budgeted so that they might procure their clothing and many other things. If the child purchases clothing, etc., it is an incentive to the proper care of these articles of attire. This, of course, is a most valuable training and one which we eventually hope to work out at Mooseheart.

We are starting a "clothing book". In this will be put each item that appears on the requisition with which the child gets new clothing. The matron will have cards in her hall on which will be given the price that the clothing costs so that she can enter the prices on the requisition and on the "clothing book" so that the child sees it as he takes it to the store. These books are to be balanced each month so that the child sees exactly what the cost to Mooseheart has been for his clothes each month. This clothing book is to be used by the fourth grade children and above, that is, children above ten years of age.

Financial responsibility can be developed in children by making them pay for accidental, careless or intentional damage to property. They not only should pay for intentional destruction of property but punishment also should be meted out to them.

School teachers at Mooseheart help in the financial training in that there are practical questions in arithmetic involving saving, interest, etc. Some of the children in the lower grades are taught to keep store and make change.

Courses in commercial law, bookkeeping, business relations, home making, etc., all tend to develop right financial ideas. This gives the boys and girls a proper viewpoint of the

DEVIL'S CAVE

This is a place of mystery and awe. It is located by good fortune on the other side of the Fox River from Mooseheart. No Mooseheart boy really considers he is grown up until he has journeyed across the Fox River in fear and trembling, and explored the black depths of Devil's Cave.

IMITATING THEIR OLDER BROTHERS

All Mooseheart boys are athletic. Even the seven and eight year old boys have their football teams. During their school recess, the Athletic Director "coaches" them.

four functions of money, that is: (1) earning, (2) giving, (3) saving, (4) spending.

Proper Care of Health and Morals

Precautions

In all well regulated homes the children should have a complete physical examination at short intervals. This occurs at Mooseheart every six months. It is possible to keep a record of the children in this way and we can see if they have lost weight and tell how much they have gained in height. If they have lost weight that is a danger signal. The urinary analysis also points out dangers.

The general appearance of the Mooseheart boys and girls as of those in good families, is that of perfect health. This without doubt is due to the expert medical attention which is given them. In even a good home the mother hesitates to call a physician when the child has a sore throat, a little cold, etc. At Mooseheart there is a doctor who gives his whole time to the eleven hundred children; and matrons and proctors are taught to call the physician just as soon as children feel unwell. This is because there is always the feeling that it might be a contagious disease and it is because of this that an effort is put forth to discover such disease at the earliest possible moment.

The children at Mooseheart, therefore, have an advantage over the children in the ordinary homes. This is also true of minor ailments, such as cut fingers; the children are sent to the dispensary and are trained to go themselves if not sent by the Matron or Proctor. In this way infections are done away with or prevented by early and adequate treatment.

No mother in an ordinary home would be able to give the skilled and careful treatment to such ailments as is made possible by the splendid corps of nurses at the Mooseheart Memorial Hospital, which is the gift of Philadelphia Lodge.

As a result of the physical examination if a child's blood count is low or if they show other signs of being anemic or sickly, particularly if they have a tubercular "history" they are placed in halls where they can have outdoor sleeping and special diet. They are kept in these special buildings for a number of years until they are in prime physical condition. They may then be transferred back to other halls. This means that a child who has any latent tubercular germs within his system will in all probability be entirely free from them before leaving Mooseheart.

Children have their mouths carefully looked after at Mooseheart. It takes the full time of one dentist to look after the teeth of the boys and girls as these are examined every six months. The children are required to clean their teeth twice a day. "Clean teeth make for clean bodies and clean minds."

Losses

Notwithstanding the greatest possible attention to health and the best possible care in the case of illness, Mooseheart has to mourn the passing

away of five of its beloved students during the last year.

Irene Davison, age 5 years, 5 months, from Nome (Alaska) Lodge No. 1413, died May 17th, 1921, of pneumonia.

William Andrews, age 16 years, 6 months, from Scranton (Pa.) Lodge No. 42, died June 7th, 1921, from a tonsillectomy operation.

Eleanor Riley, age 10 years, 18 days, from Dayton (O.) Lodge No. 73, died June 13th, 1921, from heart trouble.

Ernest Reese, age 10 years, 8 months, from St. Joseph (Mo.) Lodge No. 315, died July 15th, 1921, from accidental drowning.

Aline Smith, age 3 years, 7 months, from New Kensington (Pa.) Lodge No. 56, died January 18, 1922, from "trench mouth."

Moral Welfare

At Mooseheart, as in any well regulated family, children are not allowed out after dark. Children also get regular hours of sleep—either eight, nine or ten hours, depending on their ages. This, together with wholesome food, means that the children are strong and sturdy.

In a good home the mother and father are always watchful and wakeful. At Mooseheart the matrons and proctors are trained to get up in the night and wait on children who may be ill. They are expected to watch the ventilation in bedrooms and living rooms.

In a well regulated family, the mother and father, if they are wise and have the best interests of the children at heart, speak to the boys and to the girls about the question of sex, when about six or seven years old and again when they are eleven or twelve and again when sixteen or seventeen. So at Mooseheart, the children are talked to individually (not in a class or group) but in accordance with their ages. All children want to grow to be big and strong and will make any sacrifice to accomplish this. Once they know that a right moral life leads to this result there is little danger of their living otherwise.

The above health regulations and advice give the children a lot of "pep". Visitors remark that the children seem to have more than any boys or girls they have ever seen. This means that there is an excited and joyful response to all athletics. This is why the Mooseheart High School football team, baseball and track when in competition with outside High Schools almost invariably defeat the other schools. The Mooseheart boys have better bodies and, some assert, better minds than the average High School boys.

THE BRIDGE

Boys and girls are always interested in bridges. Here is one from the main land over to Moose Island

OUT CAMPING DURING THE SUMMER VACATION

These six boys went "way out back of Mooseheart" for a week's camping trip. When the Superintendent made his daily visit, he told them that he was going to take their picture, so they said "Let's play band". You see the result. Reading from left to right they are: William Null, Youngwood (Pa.) Lodge No. 23; Edgar George, Windber (Pa.) Lodge No. 349; William Givens, New Bedford (Mass.) Lodge No. 914; Glen Graham, Sioux City (Iowa) Lodge No. 752; Victor Vequaud, Redding (Cal.) Lodge No. 1006; Robert Kahley, Middletown (Pa.) Lodge No. 410.

Entertainments and Amusements

Picture Shows

Every Saturday night there is a modern picture exhibit, thanks to the generosity of the Mooseheart Legion of the World. This show consists of one International reel, a five or six reel drama and a two reel comedy.

These pictures are carefully selected, the Superintendent reading a synopsis of each play before it is ordered, and in some cases even taking the trouble to see the play in near towns before the film is shown to Mooseheart students.

Only those boys and girls who have a record not containing five or more demerits are held to deserve the special privilege and reward of going to a picture show or similar amusement.

Music

Every Sunday afternoon there is a concert in the Assembly Hall for the entertainment of the Mooseheart students and the many visitors. This is sometimes given by the Mooseheart Concert Band, sometimes by the Mooseheart Philharmonic Orchestra and occasionally by the Mooseheart Glee Clubs.

On each Sunday at 4:10 P. M. during the Spring, Summer and Autumn months, the Mooseheart Cadets and Band give an exhibition drill and dress parade on the Arboretum. This is attended by all the Mooseheart girls and the many visitors who are present on Sundays and holidays.

Outdoor Life

The children probably enjoy the unorganized outdoor pursuits as much

as they do anything else at Mooseheart. About twenty acres of parks and playgrounds are fully equipped with gymnasium and playground apparatus. This girls' campus contains about a fourth of this and the boys' campus the remainder, although at times the girls use the boys' campus.

There are two playground or athletic teachers who give their full time to the children while they are on the playground. One is the Girls' Playground Director who also has charge of the Camp Fire Girls and the other is the Boys' Athletic Director who also has charge of the inter-school athletic activities.

The thirty acre lake adds much enjoyment to the outdoor life. In the summer all the boys and girls go swimming. They never say "bathing" because they all swim. Some of the older boys and girls are organized under the direction of the Swimming Instructor into a Life Guard Corps which adds materially to the safety of the aquatic sports.

A beautiful new diving pier has been erected with stages at different heights above the water. Even the nine and ten year old boys dive skillfully from the top stage which is fully twenty feet above the water. The girls as well as the boys are taught to swim across the Lake and back.

A good provision of canoes and boats permits the children to learn to paddle and row. A Canoe Club has been organized and the boys have taken keen interest in competing with outside schools. In fact, they came out second in the Kane County Inter-High School meet.

While the Lake is fully enjoyed during the summer months, in the winter it gives an opportunity for all the boys and girls to enjoy skating. A few have built ice boats.

When one speaks of bicycles he always thinks of boys. Mooseheart boys are just like those elsewhere. There comes a time when they feel the real need for the ownership of a bicycle. This period is sometimes an extended one covering a number of years. When the feeling comes a Mooseheart boy takes account of his financial condition. If he has some money in the Bank he usually hunts for a job to earn more to complete the required amount for a bicycle. Sometimes a boy's home Lodge, his relatives or friends either present him with a bicycle or help him secure the required money. The result is that between forty and fifty boys are the proud owners of various makes of bicycles. No accidents have resulted from the large number of wheels owned by Mooseheart boys, because in case a boy runs into a pedestrian, the bicycle is "arrested" and put in the storehouse for two months. This is such a serious punishment that no boy wants to risk the loss of his wheel for such a long period. The result is that he is extremely careful.

ONE OF THE "SHACKS"

The boys can build "shacks" near the edge of the Lake. Some use them for hunting purposes, others keep chickens, pigeons, rabbits, etc. None are allowed to live in the "shacks" themselves.

A PART OF THE LIBERAL SUPPLY OF PLAYGROUND APPARATUS

Thanks to the Mooseheart Legion of the World, Mooseheart is supplied with a most liberal and complete outfit of playground apparatus. It is spread all over the grounds near the Halls where the children live.

CLUBS AND ORGANIZATIONS

The Band

Perhaps the most thriving organization at Mooseheart is the Concert Band. This organization has visited practically every State in the Union. To give an idea of the tremendous educational value that comes to the members of the Concert Band, we cannot help listing the cities that the Mooseheart Band has visited at one time or another during the last six years.

Akron, O.
Albany, N. Y.
Alliance, O.
Ames, Ia.
Anaconda, Mont.
Atlanta, Ga.
Atlantic City, N. J.
Aurora, Ill.
Baltimore, Md.
Batavia, Ill.
Bellefontaine, O.
Birmingham, Ala.
Bismarck, N. D.
Bloomington, Ill.
Kalamazoo, Mich.
Kansas City, Mo.
Lima, O.
Livingston, Mont.
Los Angeles, Cal.
McKeesport, Pa.
Milwaukee, Wis.
Minneapolis, Minn.
Missoula, Mont.
Mobile, Ala.
Morris , Ill.
Monticello, Ill.
Muscatine, Ia.
Naperville, Ill.
Boone, Ia.
Boston, Mass.
Bozeman, Mont.
Buffalo, N. Y.
Butte, Mont.
Canton, O.
Canon City, Colo.
Carlinville, Ill.
Cedar Rapids, Ia.
Champaign, Ill.
Charlotte, N. C.
Chicago, Ill.
Cincinnati, O.
Cleveland, O
Clinton, Ia.
Colorado Springs, Colo
Davenport, Ia.
Decatur, Ill.
DeKalb, Ill.
Des Moines, Ia.
Denver, Colo.
Detroit, Mich.
DeWitt, Ia.
Dixon, Ill.
Dorchester, Mass.
Elburn, Ill.
Elgin, Ill.
E. Chicago, Ind.
Elizabeth, N. J.
E. St. Louis, Ill.
Erie, Pa.
Evansville, Ind.
Fargo, N D.
Fond du Lac, Wis.
Newark, Ill.
New London, Conn.
New Orleans, La.
New York, N .Y
Niagara Falls, N. Y.
N. Yakima, Wash.
Oswego, Ill.
Ogden, Utah.
Omaha, Neb.
Pana, Ill.
Paterson, N. J.
Philadelphia, Pa.
Pittsburgh, Pa.
Pontiac, Ill.
Portland, Ore.
Port Richmond, N. Y.
Pottstown, Pa.
Providence, R. I.
Richmond, Va
Rochester, N. Y.
Rock Falls, Ill.
Rockford, Ill.
Sabula, Ia.
Salt Lake City, Utah.
Sandwich, Ill.
San Diego, Cal.
San Francisco, Cal.
Seattle, Wash.
Sioux City, Ia
South Chicago, Ill.
Spartansburg, S. C.
Spokane, Wash.
Springfield, Ill.
Springfield, Mo.

Ft. Dodge, Ia.
Ft. Wayne, Ind.
Galesburg, Ill.
Galion, O.
Gary, Ind.
Geneva, Ill.
Gillespie, Ill.
Grand Rapids, Mich.
Granite City, Ill.
Greenville, S. C.
Indianapolis, Ind.
Jersey City, N. J.
Johnstown, Pa.
Joliet, Ill.
Sterling, Colo.
St. Charles, Ill.
St Joseph, Mo.
St. Louis, Mo.
Tacoma, Wash.
Taylorville, Ill.
Toledo, O.
Trenton, N. J.
W. Chicago, Ill.
Washington, D. C.
Waterbury, Conn.
Wheeling, W. Va.
Wood River, Ill.
Woodstock, Ill.

Besides the Concert Band made up of the most experienced boys, there is also the Junior Band, which brings the combined bands, when playing together, up within the neighborhood of one hundred pieces.

Orchestras

In addition to the two bands there is a Philharmonic Orchestra made up of about thirty-five girls. There are other musical organizations. The Orchestra Petite is made up of ten girls selected from the Philharmonic Orchestra. The Church Orchestra is made up of boys and girls from the Orchestra and Band; and the Dance and Motion Picture Orchestra is made up of one girl from the Orchestra and two boys from the Band.

Girls' Organizations

The Mooseheart division of the Camp Fire Girls is probably the most thriving in the United States for practically all the older girls belong to it. Few communities could, like Mooseheart, count 97 or 98 per cent of the older girls in the community as members of a Camp Fire. Too much cannot be said in praise of this splendid national association which trains girls in right thinking and living and which is such an advantage not only to private homes but to all schools. What the Boy Scouts are to the boy, the Camp Fire Girls are to the girl.

While speaking of girls' organizations, special mention should be made of the Mooseheart Glee and Singing Clubs made up entirely of girls. They have given Sunday afternoon concerts several times during the year and their music and singing has been greatly appreciated.

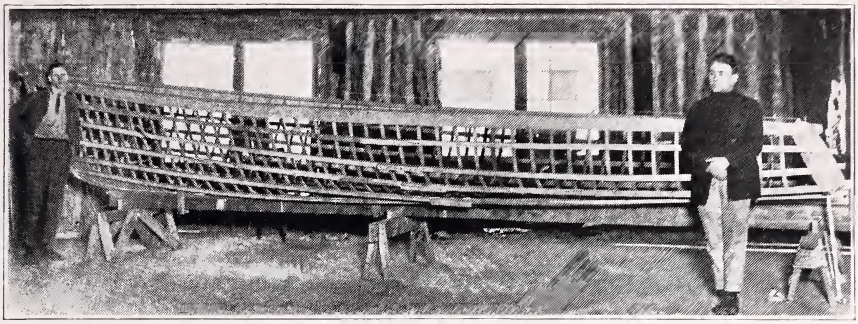
Mooseheart Cadets

The Mooseheart Cadets have been improving year by year in the manual of arms and the military evolutions.

The fact that the outside public appreciates the Dress Parade and Review on Sundays is shown by the fact that there are sometimes as many as three or four hundred automobiles parked around the Arboretum when the Drill is held.

THE NEW DIVING PIER

This has a concrete foundation. The boys and girls can dive from three different stages. Even some of the younger ones dive from the top over twenty feet above the water. An expert life guard and a number of student life guards are always in attendance.



STUDENTS BUILD A BOAT

Two Mooseheart students, Ray Coffman, Youngwood (Pa.) Lodge No. 23, and Welcome Wallace, Watertown (S. D.) Lodge No. 1310, asked permission to build a boat at the Log Cabin. This boat started last August and this is the way it looked in December. This is a splendid winter job for boys anywhere.

Junior Order of Moose

Mooseheart Lodge of the Junior Order of Moose has passed a most satisfactory year. Until recently outside members could be initiated and become regular members of Mooseheart Lodge No. 1. Another Junior Order of Moose Lodge has now been organized at Mooseheart for the membership of outside young men, so that the Mooseheart Lodge has been restricted to Mooseheart students. The regular Chair Officers are always selected from the Senior Class, the officers who do the ritualistic work from the Junior Class, and the Drill Team from the two youngest classes of the High School.

"Mooseheart Weekly"

The "Mooseheart Weekly" has just started on the fifth year of its existence and still maintains its valuable relationship between the students of Mooseheart and the members of the Order and relatives of Mooseheart students. The paper is really a sort of "Diary" published weekly of everything that takes place at Mooseheart. It keeps one in the closest touch with all that goes on at Mooseheart. It has been especially pleasing this year in that a "Graduates' Column" has been established in which is placed each week a letter from graduates and former students who are away from Mooseheart. Another important innovation has been the publishing in the "Weekly" of the speeches given before the Mooseheart Community Club. These give a description of the work done in the different Departments and the many different activities at Mooseheart. The Weekly has been particularly fortunate in securing and printing many of the speeches made in the Assembly by prominent visitors.

Athletic Association

The Mooseheart Athletic Association has still continued to be a strong factor in the Mooseheart athletic life. All questions in dispute regarding athletics are settled by this student and official committee. The results of the athletic contests this year have been particularly pleasing.

Girls' Athletics

Miss Florence Hughey, Girls' Playground Director, says:

"Mooseheart believes that every girl should take part in some kind of athletics.

"First of all, it will build up her health as neither medicine nor anything else can do.

"Second, it is good fun.

"Third, it shows the girls themselves—and the whole world for that matter—that girls can be, and are, just as "good sports" as men.

"Mooseheart persons who are in constant association with the girls declare that athletic activities have been a big and important factor in building up health.

"Dancing in a way is good exercise, but it certainly isn't the equal of outdoor athletics. Mooseheart girls, however, do both.

"Girls learn from participating in athletics that health and happiness depend on getting plenty of sleep and

rest. Mooseheart girls are compelled to take at least one branch of good, clean, healthy athletics—the more outdoor work the better — knowing that they will be stronger, happier and have no end of genuine fun.

"Mooseheart girls are beginning their second year of organized athletics. They are showing a spirit of enthusiasm on account of their last year's success and anticipation of greater development this year.

"They are going in for mass athletics and every girl will have a chance to play on some team, and no one will be permitted to be only a mere spectator, as they know that all are in good physical condition and fit to indulge in strenuous games.

"Mooseheart girls are taught to play indoor baseball, volley ball, tennis, to skate, dance, swim, row boats and other sports, so that they may get proper and balanced physical development.

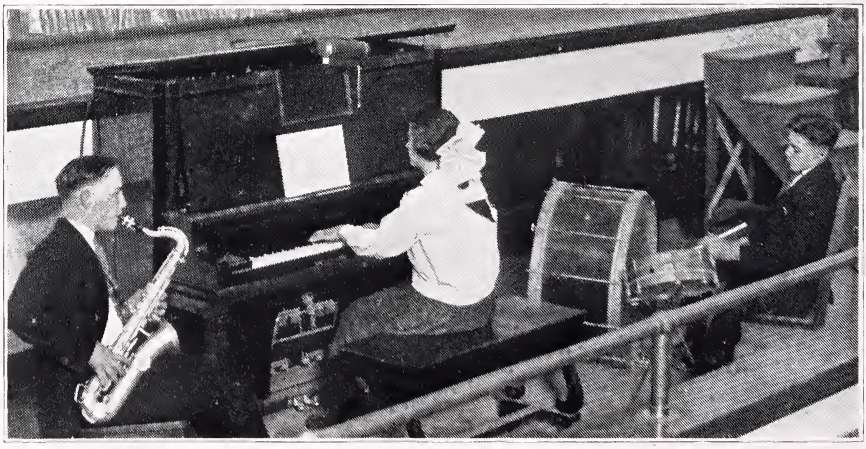
"Practice has already started for five Camp Fire Girls' indoor baseball teams, so that they will be in playing form for the Inter-Camp Fire League Games to be played early this season. The Anina team won the baseball championship cup for 1921, but to hold it this year they will have to have a stronger team, as all the girls' teams are greatly improved in playing strength over last year. Immediately upon the close of the baseball league season they will start practice for the volley ball tournament.

"Each Camp Fire group has a team in each sport and league games, which are hard fought contests; as pennants are at stake. They are in a way elimination contests, so that first and second teams may be selected from all players.

"Next in the athletic program will come tennis, and as in other sports, there will be no lack of material, as Mooseheart girls go in for all forms of athletics. Last year there were fifteen teams in the tennis doubles and twenty-two in the singles. More entrants and improved playing is expected this year.

"During the summer, girls swim in Mooseheart Lake, two or three times a week. Older girls learn methods and practice life saving, as well as proper form in swimming and also endurance. Even the junior girls swim very well. On Sunday afternoons all the boats filled with Camp Fire girls are floating across Mooseheart Lake. The music of their songs and laughter causes visitors to know that they never saw a happier, nicer set of girls anywhere.

"During summer months, the girls take long cross-country hikes, cooking their dinner over open fires in the woods, as all out-of-door persons so love to do. Really good meals they are, too, and well cooked and fully



THE DANCE AND MOTION PICTURE ORCHESTRA

This group of three students have very kindly furnished the music for all the dances and for the motion picture shows. They receive no pay for it but do it voluntarily through the kindness of heart. Reading from left to right they are Thurl York, Memphis (Tenn.) Lodge No. 153; Sarah Jones, Irwin (Pa.) Lodge No. 236, and William Grant, McKeesport (Pa.) Lodge No. 51.

AT THE EDGE OF MOOSE LAKE

The "Shoot-the-Chutes" is a never ending source of pleasure. All the Mooseheart boys and girls know how to swim, that is, if they are over nine or ten years old.

appreciated by the hungry hikers. During one week at camp when they really live in the woods, they spend much time on nature study, hikes, handicrafts, swimming and organized games. Perhaps best loved are the twilight hours when they sit together under the stars and tell stories and sing songs. Those short days are crowded full of richest memories which last all the year. The good times in camp are talked over whenever a group of girls get together in the cheerful Camp Fire club room.

"Another feature of their athletics is track work and they hold an annual track meet, and also swimming contests. Girls are given tests for life guards, which consist of swimming across Mooseheart Lake, and some have qualified.

"The inter-class ice meet held last winter was very successful, and will be repeated and enlarged upon in succeeding years.

"Mooseheart girls have formal gymnasium classes twice a week for members of the Junior and Senior High School. These include floor work, the gymnasium exercises, relay races, organized games and folk dancing. From the first to the sixth grades the work in athletics is all informal, including games, organizations and personal skill.

Boys' Athletics

At Mooseheart we believe in work and play and the proper distribution of both. We also believe that play may sometimes be intellectual as well as physical. To the physical side, because of the growing children, we have, however, devoted a great deal of energy believing that the full time service of a trained boys' Athletic Director (Mr. Ben Oswalt) and also the full time instruction of a girls' Playground Teacher (Miss Florence Hughey) is needed.

There are many valuable traits developed in athletic events and meets. It is an important training for one's life work, for surely the athlete has to be habituated to adjusting himself to conditions and people. He also as a part of a group working as a unit has to learn to subordinate himself for the good of the whole. There comes

in a knowledge of social justification and also the valuable training of public performance. All these are important traits for a child to exercise and develop.

Mooseheart has always taken its athletics seriously. The boys in their games and meets not merely play "at" the thing but they "play the game." We hope they will carry this over into life and "play" its games.

There are also great advantages that come to the boys in competing with outside schools. It gives them enthusiasm as far as their own school is concerned and makes them feel that their school is good or even better than the others; for if their team can whip opposing High School teams and win County Meets, surely their school is one of the best athletically?

Baseball

The baseball season of last year (1921) was one of interest. The following games were played:

June 11—Aurora Junior Order of Moose, 8; Mooseheart, 19.
June 18—Mooseheart Post American Legion, 3; Mooseheart, 9.
July 4—Greater Chicago Junior Order of Moose, 2; Mooseheart, 20.
July 5—Graduates of Mooseheart, 11 Mooseheart, 7.
July 11—Chicago Heights Junior Order of Moose, 6; Mooseheart, 4.

There were twelve boys who received their High School baseball letters.

Football

Great enthusiasm in football was also shown, there being two teams known as the Heavies and the Lights, the Heavies representing the official High School football team. Last year the school competed as follows:

September 24—West Aurora, 0; Mooseheart, 6.
October 1—St Procopius, 0; Mooseheart, 60.
October 15—Batavia, 0; Mooseheart, 75. (at Batavia)
October 22—Dundee, 0; Mooseheart, 49.
October 29—Englewood, 13; Mooseheart, 7. (At Cubs' Park, Chicago.)
November 5—East Aurora, 7; Mooseheart, 14.
November 19—Harrison Tech High, 0; Mooseheart, 55.

There were eighteen boys who received their High School football letters.

This is surely a High School football record to be proud of and one which will gladden the hearts of those interested in Mooseheart. It shows that Mooseheart boys have "pep", vigor, and when meeting students from other High Schools picked from a very large group of boys come out victorious. The Mooseheart High school

BUNGALOW BUILT BY STUDENTS

This building was built by two Mooseheart boys who have lived there ever since last summer. They are Earl Solomon, Green Bay (Wis.) Lodge No. 359, and Ray Coffman, Youngwood (Pa.) Lodge No. 23. Of course They do not cook in this, but just use it for living purposes. At Convention time it will be occupied by the visiting delegates from Philadelphia Lodge.

boys numbered about 72. The High Schools met in competition have many hundreds or even thousands of students from which to pick their team.

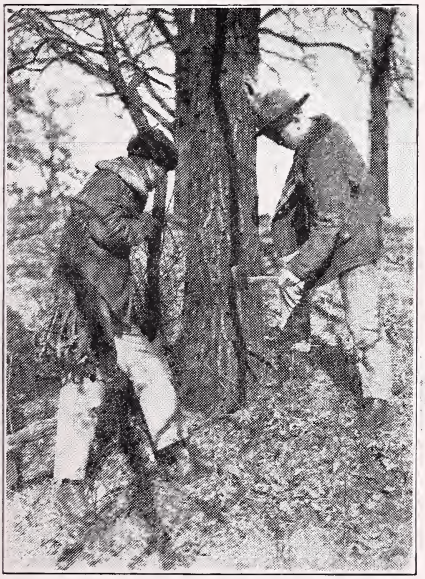
No mention of football would be proper without giving the light weight team credit for having done its share for the glory of Mooseheart. Their games were as follows:

September 24—West Aurora, 0; Mooseheart, 13.
October 1—Yorkville, 0; Mooseheart, 28.
October 8—Plainfield, 14; Mooseheart, 14.
October 22—Dundee, 0; Mooseheart, 63.
November 5—East Aurora, 34; Mooseheat, 0. (At East Auora.)

Track

The track events which took place in the Spring of 1922 completed a most successful year in athletics. On April 22, the Mooseheart "Twelve Mile Relay Team" won the County Meet in which all High Schools of Kane County competed. This event took place in East Aurora, the Mooseheart relay team receiving the winning shield. East Aurora came in second and Dundee third.

The following meets were held with other High Schools, almost all of them much larger than Mooseheart.



TRAPPING

Boys who are in the trapping age enjoy Mooseheart life for there is yet wild game in the neighborhood.

PIONEER CLUB HOUSE

This is a side view of the beautiful Log Cabin which has been built by the boys in the Pioneer Club. It is on the south bank of Moose Lake, which can be seen at the right of the picture.

April 29—Dual Meet at Mooseheart—Wheaton, 53; Mooseheart, 69.
May 6—Triangular Meet at Mooseheart—Mooseheart, 73⅝; East Aurora, 46⅜; Joliet, 15.
May 13—Kane County Meet at Elgin—Mooseheart, 42¾; East Aurora, 31⅛; Elgin, 27½; West Aurora, 20.
May 20—Dual Meet at Mooseheart—Mooseheart, 71; Morgan Par, 51.
May 27—Dual Meet at Mooseheart—Mooseheart, 86; Austin, 27.
June 17—Interscholastic High School Meet at Mooseheart—Mooseheart, 30½; Rockford, 25¼; Toluca, 21; Canton, 13.
Mooseheart, 30½; Rockford, 25½; Toluca, 21; Canton, 13.

Chores

Mooseheart boys and girls have opportunities to earn money during their free, unassigned time through doing work for the School that somebody else would have to be hired for. For this they are paid at the rate of ten or fifteen cents an hour. This type of work is separate and entirely distinct from the household duties and chores which Mooseheart boys and girls are expected to do, just as children in all well regulated households.

The chores for which they don't get paid, consist of such things as the following:

Washing and wiping dishes
Setting tables
Dusting furniture, etc.
Washing windows
Washing electric shades
Pressing clothes
Enameling beds
Cleaning woodwork
Helping to clean in Assembly Hall
Watering lawns
Picking up about the house
Preparing vegetables
Sweeping, scrubbing and polishing floors
Cleaning electric bulbs
Mending clothes
Cleaning boiler room
Varnishing chairs

"CANOE SAILING"

This is a view from the pier at Mooseheart Lake showing two Mooseheart boys sailing a canoe.

Helping to clean school rooms
Mowing lawns
Answering telephone
Polishing silver
Care of sick in Hall.
Scouring washroom fixtures
Cleaning basements
Cleaning porches
Keeping yards clean
Beating rugs
Assisting in cooking
Care of laundry
Carrying out waste
Counting linen
Washing milk cans
Washing cooking utensils
Caring for flower garden
Clerical work in Hall
Washing enamel iron beds
Helping little children to School, Church, etc.
Feeding pets
Errands to store to get eggs, fresh fruit, etc.
Teaching school
Working week of two weeks' vacation
Helping younger ones with lessons
Cleaning bathrooms
Cleaning attic
Cleaning walks
Shoveling snow from walks
Dressing little children
Care of linen room
Airing bedding
Making beds
Distributing linen
Washing garbage cans
Caring for vegetable garden
Partly replacing officers on leave
Playing in Orchestra at Motion Pictures, etc.
Serving at tables
Girls wash clothes and curtains
Giving music lessons to other students
Teaching Sunday School

Time Schedule

Someone has said, "A busy boy or girl is a happy and a good one." No truer statement has ever been made. The boys and girls at Mooseheart are very busy. All visitors speak of how happy they seem to be and the Mooseheart employees are all united in saying that they are good happy boys and girls. Perhaps the secret is in the fact that they are busy. Herewith is given the daily program of the students, which shows a full use of the twenty-four hours:

	6 to 11 yrs.	11 to 13 yrs.	13 to 18 yrs.
Hours at School	5	4½	3½
Vocational Classes	0	1½	3
Bible or Catechism Study.	¼	¼	¼
Music (Rehearsal and practice)	0	½	¾
Hours of housework (school cleaning, family duties, chores, etc.)	1½	2	2
Hours of Home Study	0	0	1½
Meals and Personal Attention	2	2	2
Supervised Play and Athletics	2	1½	1
Unassigned Time	1¾	¾	0
Hours of sleep	10½	10	9
Total Hours	24	24	24

Supervised Student Self Government

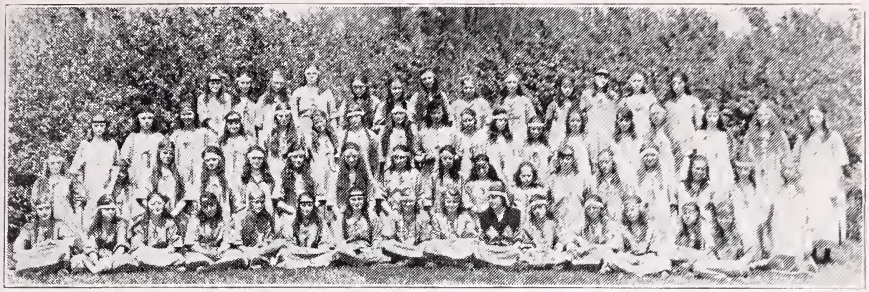
There are three divisions in the supervised student self government at Mooseheart—the legislative department, the executive department and the judicial department.

Legislative Department

The legislative department, of course, in general makes the laws, rules or regulations under which the students and employees act. The real

ON MOOSE LAKE

A part of the winter sports. Boys make and sail these ice boats. The boy in this picture is Welcome Wallace from Watertown (S. D.) Lodge No. 1310.



CAMP FIRE GIRLS

There are five groups of Camp Fire Girls at Mooseheart. This, as you know, is somewhat like the Boy Scouts except that it is for girls. The ideals of right living which are taught to this organization are of inestimable value in the case of the growing girl.

head of the legislative department is the Board of Governors of Mooseheart who have control over the employees and students. The Superintendent representing the Governors sometimes acts for them and occasionally makes rules and regulations. The General Assembly or its subordinate committees also make laws, which refer primarily to themselves and usually are not far reaching and do not relate to important questions of policy.

As far as the students are concerned the rules and regulations or laws may originate in the "General Assembly" of students which is held each day at four o'clock; or be referred to it by some Committee; or they may be originated and also be promulgated by any one of the Student Councils.

The legislation in the form of rules, regulations or laws which may originate in the General Assembly of students may be through the initiative of any one of its members. This "General Assembly" is made up of all Mooseheart students in the Kindergarten, Elementary and High Schools who are not under deprivation of privileges or any kind of punishment. There are daily divisional meetings of this General Assembly known as Senior, Middle and Junior Assemblies.

Occasionally the General Student Council, which is made up of one representative for each twenty boys or girls in the Middle and Senior Assemblies, presents to the General Assembly suggestions in regard to new rules or regulations which may or may not be approved by the General Assembly. Recently the General Student Council recommended to the General Assembly that all members of the Senior Assembly be placed on the Day Line for seven days, instead of going on the Labor Line when five demerits have been received. This was voted.

New rules or regulations may also be presented to the General Assembly by the Girls' Student Council or the Boys' Student Council. They usually make such regulations as appertain primarily to their own sex.

The General Student Council may promulgate certain minor rules or regulations and they are considered law, even if they are not presented to the General Assembly. The same is true of the Boys' Student Council and the Girls' Student Council. Very often the Girls' Student Council makes rules and regulaions pertain-

MOOSEHEART CANNON

A beautiful cannon like this has been placed at each end of the Arboretum.

ing particularly and peculiarly to girls. These are things that are not and often should not be brought into the General Assembly and are matters in which boys have no right to say. The Girls' Student Council regulated the dress of the girl students in this way.

The Executive Department

In the Executive Department as in the Legislative the Governors of Mooseheart are the supreme power. The Superintendent represents them as resident head of the Executive Department. Here also are placed the Assistant Superintendents as well as the Matrons, Proctors, School Teachers and some students.

These student members of the Executive Department would include the "Temporary Chairman" of the General Assembly, the student clerks of the General Assembly, student monitors in charge of labor lines, student teachers at school, on the playground and in Sunday School, and student assistants in the halls.

The Judicial Department

The Judicial Department is, of course, represented first and foremost by the Governors, secondly by the Superintendent representing the Governors, and third, the most usual, by the officers and employees of Mooseheart in co-operation with the students; the officers and employees not having a vote. Occasionally this may be represented by a group made up of students alone.

The determination of what punishment is to be inflicted is made by regular Mooseheart employees, by Assembly Committees, by the Superintendent, or as most usual, by the students.

In the above paragraphs we have read a description of the Executive, Legislative and Judicial Departments of the student supervised self government. It must be understood that this just refers to the students, from their point of view; and that there is much interweaving and interlocking of the different departments, as they cannot be strictly separated. Moreover, no school can be organized just as is a nation or state, so that these departments do not fulfill all the functions usually assigned to these three departments in a State or National organization.

Merit and Demerit Marks

General Discussion

One of the first systems established at Mooseheart was a demerit system which is common in many, or in fact, most schools. For the last three years the Superintendent of Mooseheart has been studying and discussing with the students and with the Matrons and Proctors, the possibility of also establishing a merit system.

To those who deal with children the thought is always uppermost that while children are positive, assertive and full of life, vim, vigor and ambition too much attention is given by those in charge of children to the repressive side, not only as to social affairs but also in regard to the corrective side of children's work.

Demerit marks are the negative, non-constructive, repressive side of correction, and they do not have the value or effectiveness that may be

JUNIOR ORDER OF MOOSE

All the older boys at Mooseheart are members of the Junior Order of Moose, as we see in this picture which was taken last year.

WINNERS OF VOLLEY BALL TOURNAMENT

This is the volley ball team from the Lewa Camp Fire Group. There were five girls' volley ball teams and each played a series lasting five or six weeks. The team represented above were the winners. Front row reading from left to right: Iva Lord, Leadville (Colo.) Lodge No. 342; Ethel Coffman, Youngwood (Pa.) Lodge No. 23; Richmond Colson, Palatka (Fla.) Lodge No. 1401; Virginia Eldredge, Salt Lake City (Utah) Lodge No. 259; Sarah Jones, Irwin (Pa.) Lodge No. 235. Second row: Rose Cashdollar, Export (Pa.) Lodge No. 234; Gertrude Schmidt, Milwaukee (Wis.) Lodge No. 49; Helen Wuerfel, Cleveland (O.) Lodge No. 63; Hazel Goold, St. Joseph (Mo.) Lodge No. 315; Mary Barton, E. Syracuse (N. Y.) Lodge No. 1638.

possible through merits, which are positive, constructive and inspiring. In other words, there are always three classes of children, those in the lower third, (that is, those who get in trouble the most) who have been dealt with primarily through repression or demerit marks. These children would respond to the constructive effect of merits. Then there is the middle group who get some demerit marks but who do not get in much trouble, who should be dealt with primarily through merits and demerits. Then there is the upper third as far as behavior goes, who have become habituated to splendid, good conduct. Without a merit system this group do not get any reward for their good behavior and personal effort. It takes a large amount of strength and will power on their part to be in this upper third and heretofore they have had no reward for it. The merit system now gives them credit and reward for their extra effort. It also gives those in the lower or middle third something to be attained through their own personal effort.

Merits

During the Winter of 1921, the first

movement in regard to the establishment of a merit system for the members of the Middle and Senior Assembly was started. At a General Student Council meeting (this group is made up of one representative for each twenty students) the suggestion was made by one of the students that it would be a good thing if students who were to go camping in the summer could only go if they had not been at the Farm and had been off the Labor Line and on the Honor Roll for certain periods. This was most carefully discussed by the General Student Council and regulation was passed that no boy was to go camping who should go out to the Farm, where they are "rusticated" for bad behavior, between the time the regulation was passed and the time of camping. It was furthermore agreed that boys in order to go camping must have a certain number of merits. These merits would be given on the following arrangement.

Each week a boy was on the Student Honor Roll he was to earn ten merits; or each week he was not on the Student Labor Line he was to receive five merits. He couldn't earn the merits from both sources. The object of the arrangement was to eliminate many boys who did not deserve to go camping. There were one hundred and sixty-five boys who would have been eligible. As a result of this merit system one hundred and twenty-four gained the right to go.

This first touch of the merit system was pleasing both to the students and employees, and still further discussion and consideration was given to the plan. At a meeting of the Matrons and Proctors it was thoroughly gone over and the Superintendent stated that the time had been reached when the matter should be taken up by the General Student Council, and if they approved of the matter it would then be carried to the General Assembly for confirmation.

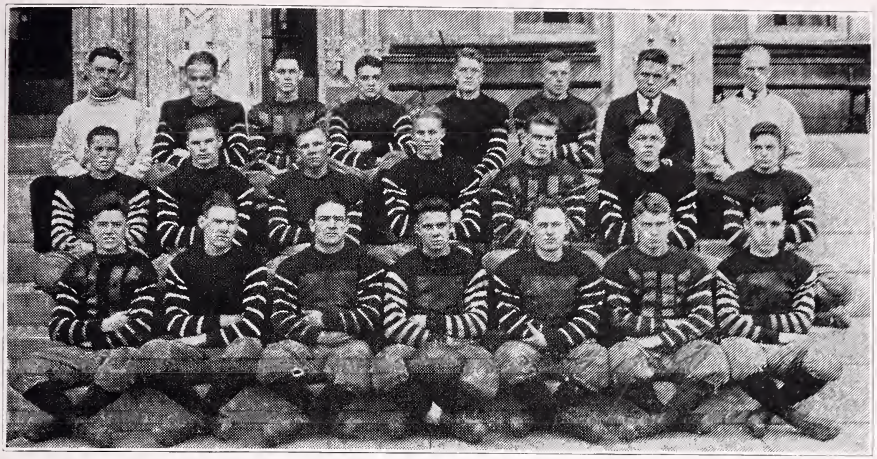
A little later there was a meeting of the General Student Council, which is made up of one representative for each twenty students of the Middle and Senior Assembly. At this meeting which lasted for one hour and a half and at which there was a prolonged discussion of the entire matter by the students, it was proposed that the General Student Council present to the General Assembly the following plan.

Merits to be given each week as follows:

(a) For personal appearance, one each day, making a total for the week

MEMBERS OF THE TENNIS TOURNAMENT

These are the girls who took part in the tennis tournament which was held in the fall of 1921. The winners of the doubles were Mable Lee, Miami (Okla.) Lodge No. 1479, at the left end of the last row, and Sarah Jones of Irwin (Pa.) Lodge No. 236, at the left end of the first row.



MOOSEHEART HIGH SCHOOL FOOTBALL TEAM

This is the team that made such a splendid and wonderful showing against the other High Schools in Northern Illinois. Reading from left to right in the first row: Michael Whelan, Butte (Mont.) Lodge No. 431; Lloyd Jenkins, Philadelphia (Pa.) Lodge No. 54; Richard Whelan, Butte (Mont.) Lodge No. 431; Ernest Daubenmire, Lancaster (O.) Lodge No. 955; Walter Schmidt, Milwaukee (Wis.) Lodge No. 49; Bruce Taylor, Montreal (Can.) Lodge No. 1111; Wendell Jones, Tacoma (Wash.) Lodge No. 435. Second row: Herman Colson, Palatka (Fla.) Lodge No. 1401; Victor Kuhns, Apollo (Pa.) Lodge No. 201; William Zahmel, Jersey City (N. J.) Lodge No. 266; James Jenkins, Philadelphia (Pa.) Lodge No. 54; Bert Robertson, Richwood (W. Va.) Lodge No. 770; Fred McConihay, Toledo (O.) Lodge No. 713; William Null, Youngwood (Pa.) Lodge No. 23. Third row: Assistant Coach Parker; Russell Cretcher, Wabash (Ind.) Lodge No. 1195; Thomas Laughlin, Newark (O.) Lodge No. 499; George Simmens, Pittsburgh (Pa.) Lodge No. 151; Thomas Bowen, Harrisburg (Pa.) Lodge No. 107; Frank Schott, Highlandtown (Md.) Lodge No. 176; Welcome Wallace, Watertown (S. D.) Lodge No. 1310; Coach Ben A. Oswalt.

of	7
(b) For care of locker, one each day, making a total for the week of.....	7
(c) For contribution to Church each Sunday, one cent or more..... (This contribution is in the form of a check so that an accurate record can be kept of those earning the merits.)	5
(d) For students who get no demerit marks during the week ..... (The names of these students appear on the Student Honor Roll)	10
(e) For those who have not had more than two demerits during the week	5
Totol	34

It will be seen from the above that a student may earn thirty-four merits. It was felt that a boy or girl who had earned nineteen or more merits would be considered to have been a good representative Mooseheart student and that he should be entitled to full privileges in every way. This would mean that the very important privilege of being able to draw a check on the bank, should he have any money in the bank, and eligibility to get a permit to visit Aurora Friday evening or Saturday afternoon, would be gained. It was furthermore felt that a boy or girl who did not earn nineteen merits but only ten should have the privilege of drawing a check on the bank, should he have any money in the bank.

Discussion was continued and it developed that during the Christmas and Summer vacations, there are extra picture shows, and it would be well for the General Student Council to recommend to the General Assembly that the right to go to one picture show would mean having a certain number of merits, to go to a second show a larger number of merits, and to a third picture show a still greater number, etc.; till those who won the most merits would be eligible to all the shows. It was also planned that camping during the next summer would depend on the number of merits earned. In these latter cases the arrangement as to the number of merits was left for further discussion and action by the General Student Council.

This whole report after ample discussion by the General Student Council was voted upon and by the thirty-eight student representatives present, it was passed unanimously.

In the General Assembly of about one thousand children there was a discussion of it and when it was put to

a vote it was passed almost unanimously. There were probably not more than twenty-five or thirty votes against it and these were thought to have come from a group of small boys who were not so very sympathetic with the new movement because of the fact that they are the ones who get "in trouble" much of the time.

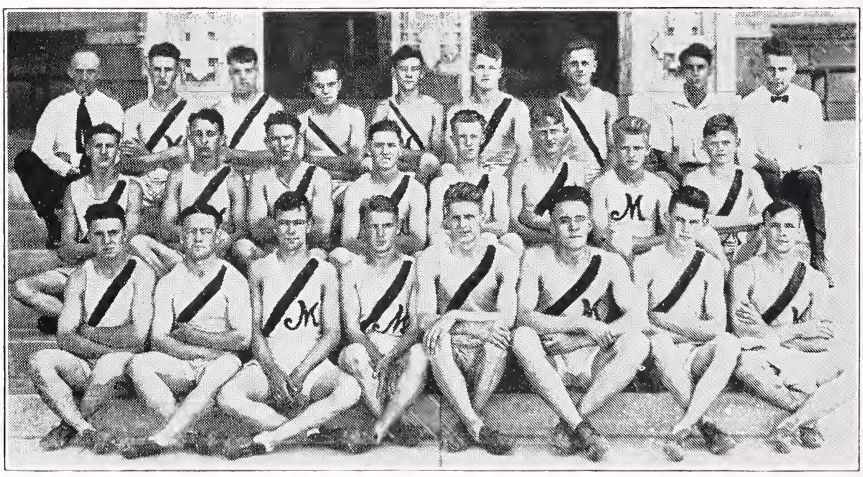
Thus in the matter of supervised student self government has Mooseheart passed another mile stone, injecting a positive and constructive force into the system which previously had been one of negation and repression.

It is hoped that this arrangement of combined merits and demerits will be so worked out at Mooseheart that other schools may get inspiration from the constructive, positive force that comes from reward to those who strive to do their best. This places the system for well doing on the basis of life outside where reward is by wages and respect of the people in the community, and where others usually get punishment in case of misbehavior.

Demerits

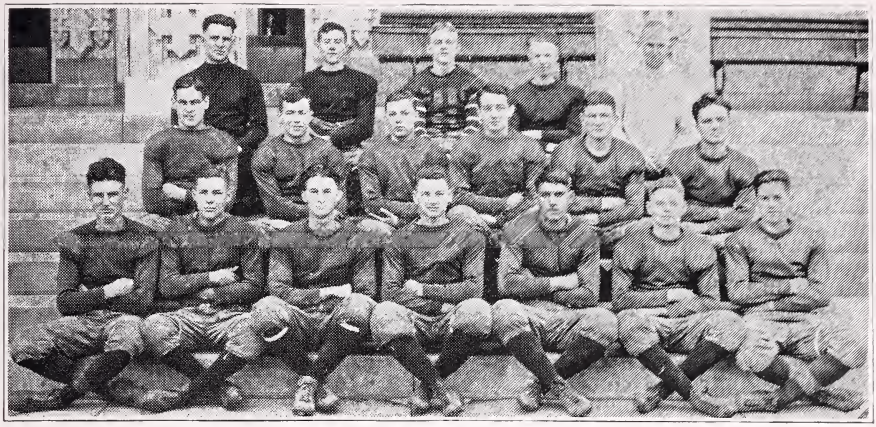
Employees are authorized to give demerit marks in accordance with certain established rules and regulations. These are mimeographed and in the hands of every employee, and students are reminded of all these rules. Demerit marks authorized to be given in certain cases have been approved by the General Assembly which further approved of a sliding scale depending upon the severity of the misdemeanor. At present the demerit marks are given on the following scale for the offenses indicated.

1 to 2 for disobedience, or it may become a "special case".
1 to 2 for impertinence, or "special case".
2 to 4 for lying, or "special case".
1 to 4 for stealing, or "special case".
5 for having tobacco in one's possession, or "special case".
5 for truancy from school, assembly or church.
2 for missing short assignment.
5 for missing long assignment.
1 for tardiness, every five minutes or portion.
2 to 5 for throwing things.
2 for fighting, or it may become a "special case".
5 for bullying, or "special case".



HIGH SCHOOL TRACK TEAM

It is these boys who have represented Mooseheart in Track Meets with surrounding and Chicago High Schools and have made such a remarkable showing. Good food, regular hours of sleep and a hygienic life is the explanation. The students are: Rear row reading from left to right: Coach Ben Oswalt; Leo Thelen, Aurora (Ill.) Lodge No. 400; George Simmens, Pittsburgh (Pa.) Lodge No. 151; Donald Moxley, Akron (O.) Lodge No. 62; Fred Schott, Highlandtown (Md.) Lodge No. 176; Thomas Bowen, Harrisburg (Pa.) Lodge No. 07; Howard Randall, Chicago (Ill.) Lodge No. 521; Henry Desbles, New Orleans (La.) Lodge No. 477; Welcome Wallace, Watertown (S. D.) Lodge No. 1310. Middle Row: Arnold Conner, Pittsburgh (Pa.) Lodge No. 46; Earl Durbin, Marion (Ind.) Lodge No. 253; Lloyd Jenkins, Philadelphia (Pa.) Lodge No. 54; Michael Whelan, Butte (Mont.) Lodge No. 431; Marshall Sangrelet, Collinsville (Ill.) Lodge No. 1370; William Thomas, Waterbury (Conn.) Lodge No. 703; Acton Schiemann, Rochester (N. Y.) Lodge No. 113; Loring Stanley, Aurora (Ill.) Lodge No. 400. Front row: Ernest Daubenmire, Lancaster (O.) Lodge No. 995; Richard Whelan, Butte (Mont.) Lodge No. 431; Richard Wuerfel, Cleveland (O.) Lodge No. 63; Bruce Taylor, Montreal (Can.) Lodge No. 1111; Ray Coffman, Youngwood (Pa.) Lodge No. 23; Russell Cretcher, Wabash (Ind.) Lodge No. 1195; Thomas Laughlin, Newark (O.) Lodge No. 499; William Zahmel, Jersey City (N. J.) Lodge No. 266.



LIGHT WEIGHT FOOTBALL TEAM

1 to 2 for disorder, or "special case".
2 to 4 for swearing, or "special case".
2 to 5 for destruction of property, or "special case".

Punishments at Mooseheart never take the form of any kind of physical chastisement. The punishment given is, as stated above, penalties given as arranged by the Assembly, its Committees or the Superintendent.

Penalties in General

The scale of punishment is as follows: (1) "Deprivation of Privileges" in which case the student is deprived of practically all his privileges for a week or more. such as attendance at Concerts or Movies or taking part in athletics. (2) The Student may be placed on what is called the "No" List which prevents him from leaving Mooseheart to visit nearby cities, or occupying or visiting hunting shacks, or visiting other halls, or "keeping company". (3) The delinquent boys and girls may be placed on the Labor Line. (4) A boy guilty of a serious offense or who persists in refusing to take his part as a loyal member of Mooseheart is sent to one of the punishment farms or cottages for a period of a week or more, depending on the severity of his offense.

The reader will note that the first punishment is mild, consisting of deprivation of privileges. Then if the student does not respond to this penalty and correct his ways, he gets on the Labor Line, where he does public work about the grounds under direction. If then he still does not respond to this more severe punishment, he is then "rusticated" for a period of one or more weeks at farm buildings located on the Mooseheart grounds but a mile or more from the center of Mooseheart. At these Farms the student's food is directed by a menu made out by the Mooseheart Dietitian, but of the plainest possible kind. Here the student is separated from all other Mooseheart students and is isolated from Mooseheart life. This is the greatest punishment that can be given to a boy while he remains a member of Mooseheart. In extreme cases he may be sent back to those who sent him to Mooseheart.

Appeal Courts

The Executive Department, as indicated above has certain representatives who determine the punishments which are carefully outlined so that there will be no physical chastisement. To make the Executive Department complete there has to be an arrangement by which hearing can be held on appeal by students protesting their demerits or punishment. There is an opportunity for a student to carry his appeal through four hearings, as follows.

First Hearing

The first hearing or review is held by employees appointed by the Superintendent. These are usually the School Principal, the Supervising Proctor and sometimes even the Sup-

erintendent himself acting the part of "big brother" and not in his official capacity as Superintendent.

Second Hearing

The second hearing is by the Assembly Committee which meets each Friday at one o'clock. This consists of six boys or six girls as the case may be. They are selected by lot from members of the Senior Assembly. Sometimes cases are transferred to this body, which is made up entirely of students, by the employee who held the first hearing.

Third Hearing

The third hearing on appeal is by the Assembly Committee on Appeals made up of either boys or girls, which meets at the call of the Superintendent when an appeal is to be heard. This consists of twelve boys or girls drawn by lot and corresponds to a jury. This committee may also hear the appeal by the Matron or Proctor if the Assembly Committee has reduced or taken the penalty away entirely.

Fourth Hearing

The fourth hearing on appeal is by the Superintendent who represents the Governors. His decision is final. Technically a case could be appealed to the Governors but they have ruled that they want the final court of appeal to be the Superintendent who represents them.

Junior Assembly and Discipline

The Star System and Junior Groups

All children who are members of the Junior Assembly, that is, children in the third grade and lower, are governed by the star system. This is a merit system, somewhat similar yet differing in many particulars from that in operation in the Middle and Senior Assembly.

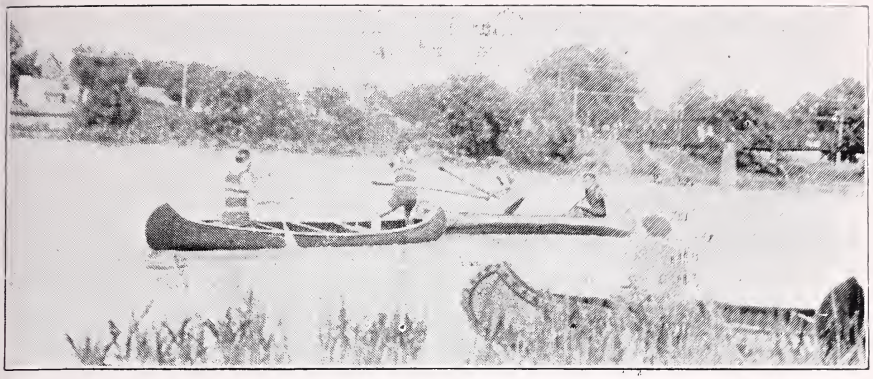
Demerit marks of Juniors are listed and sent to the Students' Post Office every day at one o'clock. These are the demerit marks the children have received in the Hall that day up to one o'clock and those from the afternoon and evening of the previous day. The demerits the children have received in school are listed and sent to the Students' Post Office at three o'clock by the clerk at the school who will also state what grade the child is in.

"Junior Groups"

A boy or girl getting one demerit mark has his name put on the Junior Group list for his grade. Those receiving demerits from school remain after school to "work off" the demerits at the rate of one or two

THE START

Mooseheart boys live a clean, wholesome life, have good food and plenty of sleep. This makes them athletic. Here we see Coach Ben Oswalt starting a group of his sprinters. Reading from left to right are: Ernest Daubenmire, Lancaster (O.) Lodge No. 955; Victor Kuhns, Apollo (Pa.) Lodge No. 201; Ray Coffman, Youngwood (Pa.) Lodge No. 23; Richard Whelan, Butte (Mont.) Lodge No. 431.



CANOE MEET AT DUNDEE, ILLINOIS

A new adjunct to the athletics of the last year has been a canoe team. The Mooseheart group met that from the other High Schools in Kane County at Dundee. This shows a portion of the meet. In this particular view Mooseheart won the tilting event. After the various races, the tilting meet and the portage races were over Mooseheart came out second, with Dundee first, but as the boys said, "We are going to try to be first next year."

from the close of school to supper time. Those receiving demerits in their home, report to their Matron or Proctor immediately after School and work off their demerits the same way as is done at School. Should they receive demerits at both school and home, the school demerits are worked off first and the home demerits are worked off after supper. Should there be more than can be worked off after school and supper, then the remainder accumulate till there is a total of twenty when the student is sent to a "Farm-Isolation Cottage" for one week, to clean his slate.

Number of Stars

The stars are to go on the cards one each day. A child who has been good each day will at the end of the week have seven from school and seven more from home.

Picture Show Tickets

If a child has a total of eight stars from school and home combined, he or she is entitled to go to the picture show at Mooseheart and the Matron or Proctor makes the "Show Ticket" out on Friday afternoon as the star card has to be sent to the bank at 2:30 promptly Friday afternoon, if there are seven stars on it, from either home or school.

Children's Bank Account Credited With Star Cards

The star card that has been sent to the Student Bank is credited to the child's account in accordance with the stars earned.

(a) When there are seven stars from home, seven cents will be put in the child's account.

(b) When seven stars from School, seven cents will be credited also.

(c) No cash credit is given for one, two, three, four, five, or six stars from home or from school, nor can the stars from the home be added to those from the school to make seven, in order to get cash credit.

Relation of Checks and Star Cards

The children of the Junior Assembly can draw checks on the bank for cash to spend for candy, ice cream or pop, to the extent of five cents each week, and if they have received fourteen stars then they may draw a check for ten cents. The remaining pennies of that earned accumulate for other uses by the children.

The total amount of money a Junior can draw for candy, ice cream or pop is five or ten cents. Juniors may in special cases get more than this amount, if they have it in the bank, for articles other than pop, ice cream, or candy, the same to be approved by the Superintendent or his representative.

If a child has been absent from School the teacher at school shall give the child a star for each day unless the child has been absent under punishment or playing truant.

If a child is away from home in the

hospital, the Matron or Proctor shall call up the Hospital and find out how they have been behaving there, and if good the star shall be allowed from home.

EDUCATION

Academic School

Next in importance to home life and the democratic, fair, and just control of children in their daily life is the question of their education.

Academically, Mooseheart is of the home-school type, that is, the school and home, while separated to a certain extent because the teachers live off the grounds and have no part in the home life of the students, is united in a far greater extent than the ordinary city or town school in that the children live as a part of the school. Their school work is correlated with their home life as their teachers visit every part of Mooseheart, the vocational shops, eat in the halls, etc. The children live at Mooseheart and attend school all the year round so that it is a true home-school.

In speaking about Mooseheart's "all-year-round-school", the employees always mention it with pleasure, as they can see the great advantage of keeping boys and girls busy all the year rather than letting them fall back in their education and morals as they would if they were subjected to the inactivity and dangers of a long summer vacation.

The Mooseheart School consists of an Elementary School and a Junior High School and the Senior High School. The High Schools are accredited by the University of Illinois, the University of Chicago, West Point, Annapolis, and the North Central Association of Colleges and Secondary Schools. In other words they are first class High Schools.

The School is divided into an Elementary School, the Junior High School and the Senior High School.

During the Junior High School the work the children have what might be called "preparatory" pre-vocational work in that they are trained in the skillful use of their fingers in practical manual work.

During the Junior High School the boys and girls have pre-vocational work or get samples or types of different vocational work so that they may judge clearly, with the help of their teachers, what trade they wish to take up for their life work.

Vocational School

The real vocational work or trade work is taken up by the boys and

OUTDOOR BASKETBALL IN FEBRUARY

Due to the fact that Mooseheart has at present no gymnasium, the Mooseheart boys who wish to keep in good athletic trim developed a series of basketball teams playing on outdoor basketball courts during the winter months. Occasionally the lines had to be marked in the snow. Sometimes when the temperature was below zero, heavier covering than that which they are wearing in this picture had to be worn. It is through such hardy, healthy outdoor exercise that the Mooseheart boys and girls become strong and sturdy.

MANY PROMINENT VISITORS COME TO MOOSEHEART

The two men in the foreground are Senator Arthur Capper (at right) and Congressman I. C. Copley (at left.) Mrs. Capper is at the left and Mrs. Copley at the right. Superintendent Adams who is in the rear looks very proud and happy.

girls in the Senior High School—Grades 10, 11, and 12.

Education at Mooseheart would be incomplete without mentioning the excellent equipment of the shops for the training of the boys in the various trades. The girls have not been neglected in that they have their stenography and typewriting, dietetic work, normal school work and their special laboratory or kitchen where they are trained to be good cooks and housekeepers.

In the academic school as well as in the vocational work great emphasis is placed on the project method and the socialized recitations which are explained in detail in the Principal's report.

Vocational Visits

Advantages are always taken of special trips to visit certain shops or agricultural activities. For instance, during the last few weeks the following trips were made.

The Nursery Class visited the Hill Nurseries at Dundee, Illinois. These are the largest Nurseries specializing in evergreen trees in the United States. The boys for the first time saw examples of grafting of special varieties of evergreen which is an innovation in this country, as formerly this was done entirely in Europe, but on account of embargos that have been issued, American growers now do their own grafting.

The Cement Class in Modeling and Ornamental Concrete visited the Art Institute in Chicago.

The Machine Shop spent an entire day inspecting the various departments of the Western Electric Company at Hawthorne, Illinois. This company is the largest in the world

manufacturing telephone instruments and communication apparatus.

Vocational Guidance

In the "old days" when business and trades were on a much simpler organization, it was no difficult matter for the father of a family to talk over with his sons and daughters the question of what they were going to take up for their life work.

In large city High Schools where there are thousands of students and where they do not have experience in pre-vocational work, it is without doubt a most difficult proposition to give the students a proper insight into the different vocational opportunities which surround them, so that they can make a reasonably good choice.

At Mooseheart the matter is not nearly as difficult of solution as it would seem, for to a great extent the students decide for themselves. Let us consider the boys as an example. There are about 180 boys taking pre-vocational courses. These are below the ninth grade and are therefore getting "samples" of vocational work, or in other words, taking pre-vocational work. This means that they are getting a view point and experience in the elements of several different vocations. At Mooseheart this is arranged in the following way.

In the fifth and sixth grades the boys have certain hand and book work in the elements of a few trades. This instruction might be called "preparatory" pre-vocational work. For instance, they have a three months' course in Printing, Nursery work, House Painting, Greenhouse Work Woodwork, etc. The object of this is not only to give them a little skill with the hands but also to let them know the content of these vocations from the worker's point of view. Of course, little can be done in a serious way with children of such a young age.

In the seventh and eighth grades and in the earlier part of the ninth grade the boys have pre-vocational work in Sheet Metal, Carpentry, Nursery, Ornamental Concrete, Sign Painting, Greenhouse, Drafting, House Painting, Printing, etc. In these trades they develop additional hand skill and a much greater insight into the content of these trades, the mental and physical characteristics that are necessary to win success in them, the financial rewards, etc. By the time the boy reaches the ninth grade he then is in a position to think quite seriously in regard to the vocation he is going to take up for the remainder of his time at Mooseheart, that is, to specialize in the tenth, eleventh and twelfth grades.

From the above discussion the reader has seen that the turning point or deciding point is in the ninth grade. This is where the boy must make a definite choice. At the time of the

SUPERINTENDENT'S HOME

Here is where Superintendent Adams lives. When the Governors come to Mooseheart they stop here.

WEST FARM

This is one of the farms that was on the outskirts of Mooseheart when it was purchased. This is the place where boys are sent for a week at a time to "rusticate" after they have been a little troublesome.

last vocational change there were about thirty-five students in the ninth grade. Fully half of these had already determined, after some conferences with the Superintendent or Acting Vocational Director, just what trade they wished to take up. They were enabled to do this because of the previous four years' experience in the elements of the different trades. In other words, the vocational guidance for these students had been in a way done by themselves. They had experience in ten or twelve different trades and on that basis, after careful consideration by the Superintendent and Acting Vocational Director, had definitely chosen their trade.

The other group made up of about half of the ninth grade students were still in the position where they were undecided; serious consideration had to be given to less than twenty students. In other words, the Superintendent of Mooseheart and the Acting Vocational Director needed to consider most carefully the characteristics, pre-vocational experience and success, temperament, etc., of but a small group of boys. This was done by the Acting Vocational Director having a personal interview with them and afterwards either the Superintendent by himself or in conjunction with the Acting Vocational Director having a prolonged discussion wit heach individual. In this way, and in co-operation with their pre-vocational and vocational teachers a choice was made by each boy, which seemed to be satisfactory and so permanent. The girls are treated in a similar way in chosing their vocational work.

Public Speaking

In the Mooseheart School great emphasis is placed on Public Speaking, it being believed that the Mooseheart boy and girl who goes out in the world and returns to his home town or who may settle in some other town will naturally become a leader in the community. No one can be a good leader who does not know how and who is not familiar with speaking in public. Such training for the Mooseheart boy and girl is just as important as the training in reading, writing or arithmetic.

Library

Too much emphasis cannot be given to the great value of the Mooseheart Library. It is used somewhat differently from the ordinary city library, in that it is in the school and all academic teachers have one recitation a week assigned to the Library. This means that they take their class to the Library and with the assistance of the Librarian aid the boys and girls in selecting proper reading material. In each classroom are reference books in accordance with the subject taught, so at Mooseheart there is not only a general School Library but individual libraries in the different class rooms.

Honor Rolls

There are two Honor Rolls, the academic and the merit honor roll.

The academic honor roll is published once a month in the Weekly and gives the names of the students who have 2 A's and 2 B's or higher. Usually there are about twenty-five or

thirty students on this Honor Roll from the Junior and Senior High School classes.

The General Honor Roll is made up of the students who have gone a week without geting one or more demerit marks. It is surprising to note that the number of students at Mooseheart who have this splendid record, as far as behavior goes, varies from four hundred to seven hundred a week, that is, more than half of all the students are on the Honor Roll because of good behavior.

Mental Deficiency

A Professor of Psychology at the University of Pennsylvania made the statement, that, in his opinion, approximately twenty per cent of the children in the lower grades of the Public Schools are incapable of grasping the fundamentals of education as now taught, so as to make any practical use of them in after life. In other words, that about twenty per cent or one fifth of all the students in the first grade in school will not progress above the fourth or fifth grade.

This is probably due to two things, first, inherited mental deficiency and second, the type of work the boy or girl has in the average school. In the case of mental deficiency little can be done except to help them as far as remedial physical conditions are concerned and give them an adapted course of study with a certain amount of manual work. This we are doing at Mooseheart and the fact that a larger percentage of children progress above the limitations set by the University of Pennsylvania Professor, indicates that we are in a way solving the problem in as practical a manner as possible, in connection with those children with whom we deal.

Boys falling within the above group are trained in farm work, that is, how to run an ordinary garden, how to harness a horse, how to milk a cow, how to take care of a farm live stock, and in fact, they actually do work on a farm so that at least they have this training and so may always find employment, food and shelter through work on a farm. In other words, Mooseheart has tried to adapt the children to what they are mentally and physically able to do, so that when they leave the School, they will be self-supporting citizens. Girls falling in this class, have special treatment in like manner.

Great emphasis is placed by Mooseheart on mental tests as an additional check up on admissions and for later service. This is worked out on the basis of psychological tests, the school record and the teachers' and employ-

STUDENT WORK LINE

Boys who get five demerit marks are placed on what is called "student work line". During their unassigned time they have to work about the grounds. This removes their demerit marks at a rate of one-fourth a demerit mark each hour.

FOOTBALL SQUAD

This group represents the boys of the Mooseheart High School who were "out" for the "Heavy" and "Light" football teams.

ees' "size up" of the students.

Mental tests are given children before they come to Mooseheart and low grade morons, imbeciles and idiots are not admitted. Such children are re-examined at Mooseheart from time tc time to see whether the early promise of future mental growth is attained.

Superintendent Keeps in Touch With All

Personal Acquaintance

The question will naturally come to one's mind as to the possibility of one person—the Superintendent of Mooseheart—coming in intimate contact with over one thousand one hundred children and almost three hundred employees. The old idea used to be that no institution or school should be so large that one man could not expect to control and know intimately all the students and employees.

This same theory used to exist in regard to stores for the sale of merchandise, farms, all business enterprises, churches, etc. The modern idea is that where a unit becomes very large it is possible for the person at its head to train subordinate employees and older students so that they will spread and further his ideals and points of view. This is what is being done at Mooseheart, with what success we leave the reader to judge.

Meetings and Conferences

The Superintendent holds daily meetings with his staff at which are discussed immediate and pressing problems and also policies for the future, ideals etc.

He holds monthly meetings with each group of teachers and instructors. The first Tuesday he meets with the Junior and Senior High teachers, the second Tuesday with the teachers of Grades 4. 5, and 6. The third Tuesday with teachers of the Kindergarten, and Grades 1, 2, and 3. The fourth Tuesday he meets with the boys' vocational teachers. Once a month the Superintendent holds a meeting with the athletic association.

He also has a meeting with the General Student Council at least once a month. This is made up of representatives from all the halls at the rate of one representative for about twenty students. There is also his meeting with the Girls' Student Council and the Boys' Student Council at various times during the year.

The Superintendent also holds separate weekly meetings with the heads of Boys' Halls, heads of Girls' Halls, heads of Baby Nurseries, Assistants from all the halls, Assistants doing the Cooking, and with Graduates temporarily living on the grounds, staying the week ends, or employed by Mooseheart.

The Superintendent meets daily with all the Mooseheart students at what is called the "General Assembly" which is held at 4:05 P. M. He also has direct charge of the Senior Assembly made up of the boys and girls of the Junior and Senior High

School, which meets at 4:20 daily.

Through this intimate contact with employees and students, the Superintendent is enabled to train and direct them so that they become foci for the passing on of his ideals and points of view. Thus is it possible for one person as Superintendent to permeate the whole group with his points of view, ideals, policies, etc. This allows the close intimate contact which many people might suppose impossible.

One of the most interesting meetings which have been started since the last annual report of the Governors is what is called the "Confab". This group meets every Sunday morning at 10:45 in the Superintendent's office. It is made up of every graduate who may be working at Mooseheart or who may be here for the week end. The great advantage of such a meeting is that the Graduates themselves may come together once a week for a friendly discussion and the encouragement of one another. It also allows the Superintendent to bring before the Graduates new ideals and points of view in regard to the Mooseheart life and their relationship to it. This intimate touch of the administrative head of Mooseheart with the graduates is not only of value to them, but to the school as a whole.

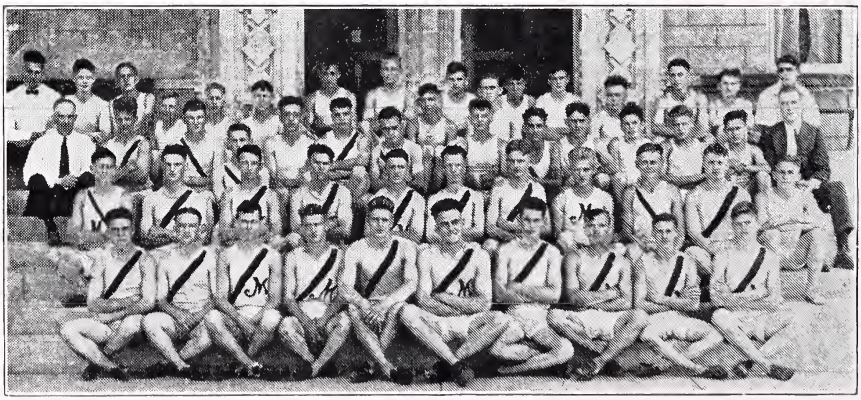
The Mooseheart Alumni Association whose active membership is made up of both academic and vocational graduates, expects to take part in "boosting" Mooseheart and in aiding and encouraging the students and graduates. As the number of the latter increases this body will grow to be a great force. There are other members of the Mooseheart Alumni Association known as Associate members. Past Dictators and other members of the Loyal Order of Moose who have done much for the Order and Mooseheart may join as associate members. The Mooseheart Alumni Association meets annually at Convention time.

Hall Visits by Employees

In a School where there are fifty-five units in which the boys and girls live, there must of course be many inspections and visits by supervising employees in order that the same standard of living, behavior, etc., may be maintained in each unit. In other words, that the individuality or the standard of living or behavior in one unit may not be lower than the general average, it is necessary that there be proper inspection and direction.

At Mooseheart, besides the Superintendent and the Assistant Superintendents who visit the buildings frequently, there are two employees who devote practically their full time to visiting and inspecting,—the Visiting Matron and the Supply Clerk.

The Visiting Matron goes on an inspection tour daily so that she makes a visit to each place where the children live once a week or oftener. She checks up most carefully on living conditions, behavior of employees and



MEMBERS OF THE TRACK SQUAD

This includes the High School track team and some who will not attain membership for two or three years, in fact this is really a picture of most of the High School boys.

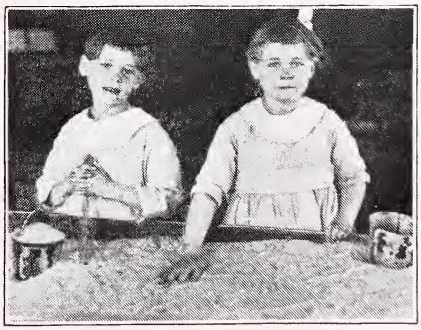
This is one of the three signs that inform the passerby on the Lincoln Highway that they have arrived at Mooseheart.

students, cleanliness, general appearance of each home, neatness of the students' lockers, kitchen closets, employees' rooms, living room, bedrooms, yards and the premises in general.

This Visiting Matron makes a careful typewritten report to the Superintendent on all her inspections. She praises good work as often as she criticizes adversely poor work. Two copies are made of this. One, after the Superintendent has read the same and made notations thereon is returned to the Matron or Proctor in charge of the Hall. In this way improvement in conditions are constantly being made in each hall and the employees are well aware of the fact that the Superintendent is constantly in touch with the minutest detail of the work done in their respective halls. In case of adverse reports coming to the Superintendent, he personally makes a thorough investigation of the hall under question and often asks his assistants to do the same. Then after these constructive efforts, if no improvement has been made, a change is made in the employees in the hall.

The Supply Clerk devotes her full time to inspection in the halls and work in the Mooseheart Department Store. Just as any private home from time to time needs the replenishing of furnishings, dining and kitchen utensils, so we have to replace articles throughout the fifty-five units or Halls at Mooseheart. It is the duty of the Supply Clerk to make one or more visits to each of these units every week, to examine carefully articles in use and to recommend to the Mooseheart Department Store the replacement, if necessary. Nothing in this line is furnished to any one of the various Halls, unless the request comes from the Supply Clerk who has first satisfied herself of the real need.

Both of these visiting employees have been Matrons at Mooseheart for



TWINS

They love to play in the sand, pure white beach sand under shady roofs. These sand piles are found near all the Halls. The girls are Ilene and Irene Bement from Eau Clair (Wis.) Lodge No. 1408.

a number of years and gained a close acquaintance with the ideals and policies of the School and also the practical system under which everything is done. They have been selected because of the efficiency shown by them while in charge of Halls and because of their peculiar temperamental fitness.

Co-Operation Among Employees

The Superintendent of Mooseheart is delighted to report with gratitude the splendid co-operation and esprit de corps among the employees of Mooseheart. Every institution has a personality, characteristics, and a spirit which is purely its own. The greatest of these at Mooseheart is the spirit of brotherly love and affection which prevails among employees and children. It is through this that Mooseheart is able to do the work which it does. Perhaps this is "caught" through "contagion of personality". We do absorb and imitate others of strong characteristics and personality. The membership of the Loyal Order of Moose throughout the country are big hearted, generous, affectionate people, who through these characteristics have made Mooseheart possible. The children who come here reflect this personality of the membership and in a like way employees have also absorbed and made habitual this very necessary characteristic in dealing with children.

One of the most unique experiments in America is being carried out at Mooseheart in that it carries as regular employees, over eighty widows,—m o t h e r s of Mooseheart boys and girls. The Superintendents of most Schools would immediately say, "It is an impossible thing to attempt to run an institution by employing mothers who have their own children in the school." Because, however, of this reflection of the good fellowship and co-operation from the membership of the Loyal Order of Moose, and because of the ideals which have been established at Mooseheart, the mothers have been trained and developed so that they are most useful and efficient employees. If the question were put up to the Superintendent of Mooseheart as to whether or not he would recommend the discontinuance of the employment of

VIEW UP LOYALTY WAY

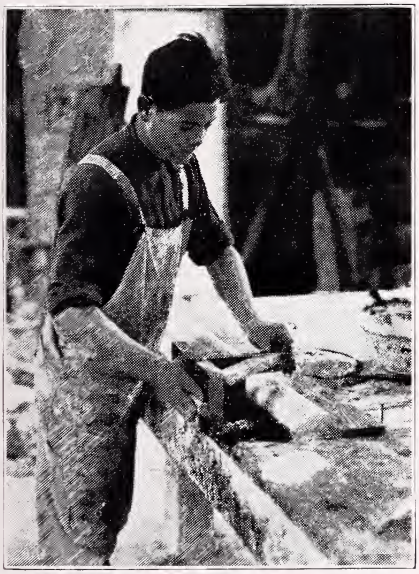
The big building at the left is South Loyalty and North Loyalty Halls. The small building at the right is East Legion Hall, a gift of the Legion.

mothers, he would unhesitatingly say, "By all means let us continue with the employment of the mothers of the children at Mooseheart. Their co-operation and vital interest and their inspiring efforts in behalf of all the children at Mooseheart have been a very great asset in the past and I know they will be in the future."

Just as was mentioned above, every school has its personality and characteristics, so Mooseheart perhaps more than any other has pronounced individualism. Visitors who come here remark at once on the big hearted wholesome appearance and behavior of the boys and girls. They speak of their manliness and womanliness and how they "stand up for their rights", yet not in an impudent, forward way. All of these things don't "just happen". The children behave this way because they have been trained this way. This being so, one who has knowledge of schools similar to Mooseheart can well understand how impossible it is to take as employees many who have been trained in what might be called the "old time orphanages". Everyone will admit that it is much easier and more efficient to take a person who knows but little about a certain kind of work and train him, than to take people who have been trained under different conditions and ideals from that needed in a particular situation, and try to train them according to the new ideals. This means that in general the Superintendent of Mooseheart discourages the employment of people who have worked for considerable periods in other schools under different ideals. This is one reason why Mooseheart trains its own employees and does this through the many conferences between the Superintendent and various groups of employees.

SEWING CLASS

Here a girl learns to make her own clothes. She learns to choose durable yet inexpensive cloth and through the use of patterns to make it up into a neat, trim looking garment.



MODELING CLASS WORK

Models are made in clay, glue or plaster paris and then the object is cast in concrete. This is one of the popular vocational courses. The boy in the picture is Michael Whelan of Butte (Mont.) Lodge No. 431.

The Spirit of Mooseheart: Work, Play, Love

The Mooseheart student is taught to live a normal life at Mooseheart, one surcharged with a wholesome, simple atmosphere. It is believed that years of experience under such living conditions will result in the right habits of life being established so that when the boys and girls leave Mooseheart they will carry with them the

MODELING LESSONS

Boys who are taking pre-vocational and also vocational work in the Cement Plant at Mooseheart, have a splendid course in modeling. They did some of the work which is to go on the beautiful new Campanile, after being cast in concrete.

atmosphere in which they have become habituated.

Work

They have learned the joy and necessity of work, that while the boy or girl works for pay and expects reasonable praise for success in work, that above all this there is a joy—a solid satisfaction—in all work; and that true happiness in life is made possible by our acquiring the habit of looking for, of recognizing and of tasting this joy and solid satisfaction in our daily work.

Of course, there is joy and happiness in having a job, in completing a job or bit of work, in thrilling with our increased mastery or skill, just as there is also joy and happiness in the companionship that comes to us from others who work with us. Yes, through all their work the Mooseheart student is trained and taught to habituate himself to the solid satisfaction and joy that comes through work.

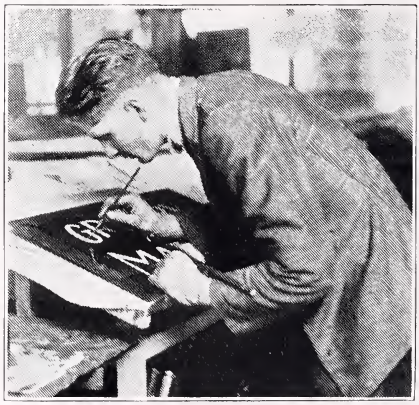
Play

"All work and no play makes Jack a dull boy." So at Mooseheart there is as much emphasis placed on play or recreation as on work. It is recognized that a certain part of a child's time should be given to physical play or recreation and a certain part should be given to mental play. Too much importance should not be put on either one at the expense of the other. This means that all Mooseheart students, girls and boys alike, are required to take part in some organized sport at all periods of the year. It is also expected that all students shall take part in mental play or recreation, among which might be considered membership in the various musical organizations, attendance at concerts, etc.

Love

No normal life is complete without love. At Mooseheart the boy and girl is particularly big-hearted. It seems as if the spirit of the Loyal Order of Moose had come over to Mooseheart, for it is the big heartedness of the members of the Loyal Order of Moose that has made the School possible. This is reflected in the children. The Mooseheart children are trained that there are various kinds of loves or affections which we experience or feel during our life.

In the beginning there is the filial love or their affection for their father or mother. Next comes the affection they have for their brothers and sisters, their playmates and com-



SIGN PAINTING CLASS

Quite a number of students are taking Sign Painting. Two of this year's class graduated in Sign Painting and are already in paying positions.

rades. After they leave Mooseheart there will be the affection they feel for husband or wife when they get married. This may later be added to in the form of maternal affection which they will feel for their own children. Through all this, however, is the love or affection which they have for their Country and no matter what their religion may be, there will always exist love of God.

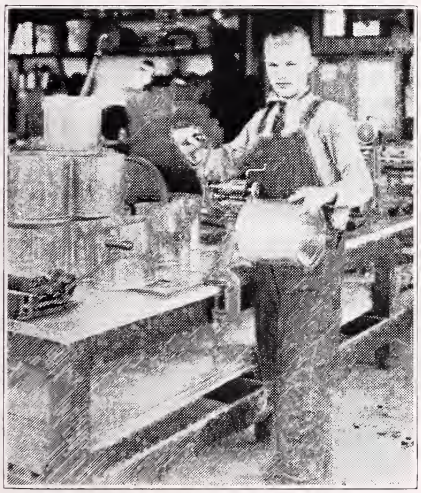
Normal Life

No normal life is complete without some phase of these three great human incentives for right or normal living. No greater contribution can be made to the youth of our Country than making plain to them that they should consciously keep before them the practice and following of these ideals.

A Just Appreciation of Mooseheart's Boys and Girls

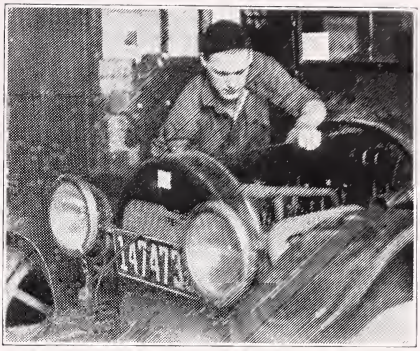
No printed report of Mooseheart this year could be complete without the written picture which Ada Patterson has drawn of the Mooseheart Boy and the Mooseheart Girl.

"The Mooseheart boy talks well, but little. The Seniors, who may be regarded as the fine flowering of the school, are athletic. They are studious. Every one of them has a trade. Each of them can say what he has to say in a direct manner. He has been trained in the public speaking class. But he is no word waster. He is more thoughtful than talkative. Knowing that all speech is preceded by thought, he thinks first, speaks last. The Mooseheart boy is no molly-coddle. No mamma's boy. He is neither hard nor soft. He is the blend of the sturdy and the tender virtues that make a good man. He has been trained in the joy of work. He knows that it is a privilege. He recognizes it as the instrument with which he will win success. He has right ideals. His vision is that a good citizen is one who seeks personal economic independence, but who works also for humanity. He looks out for himself, but he gives the other fellow a chance.



SHEET METAL CLASS

The Sheet Metal Class keeps Mooseheart supplied with tin utensils. Acton Schiemann seen in the picture is from Rochester (N. Y.) Lodge No. 113. He graduates vocationally in Sheet Metal next year.



GARAGE WORK

A few of the older boys are specializing in Garage Work. There are splendid opportunities for young men in this trade.

"The Mooseheart Girl may be described in summarizing by the initial letter 'M.' She is modest. In these days of the forward miss, modesty is rare and refreshing. I didn't find a forward girl in all Mooseheart. Some were a trifle more assertive than others. Some held a shade more tenaciously to an idea. But there was not a girl there who could not be wrapped in the cloak-like word, modesty. The Mooseheart girl has that nearly lost but most 'excellent thing in woman,' a low voice. There is more of the downcast gaze in Mooseheart than I have encountered in much contact with humankind for many years. Yet the downcast gaze is not of weakness, but of strength. Her bearing

recalls the nearly obsolete word, 'lady'. But she is every ounce efficient. She has innate honesty. She sees things not through a novel, distortedly, but in the clear light of reason. In this sense the Mooseheart girl is the new girl. She thinks things out. She is generous, helpful and clean-minded. She is gently, unobtrusively, self-reliant. She never borrows another's backbone. She has two crowning traits, a cheerful disposition and a desire to be of service."

Graduates

As the graduating classes go out of Mooseheart we are given evidence of what Mooseheart has done for the boys and girls who come here. Up to the present time the number has been small and there have only been three graduating classes. The type of boy and girl who has gone out as a graduate has been one of which the employees of Mooseheart and the members of the Loyal Order of Moose may well be proud. They have all been self-supporting and have either been working at the vocations which they learned at Mooseheart or been attending schools of higher learning, "working their way through". None have been failures and all have had their eyes on success in their chosen paths. All have given evidence that they know that this success can only be attained by the hardest work and the greatest sacrifice. Just as their life in the past has held many joys and rewards for them so they go on with the firm belief that the future has equal and even greater rewards for them.

INDUSTRIAL ARTS CLASS

In this the girls make beautiful and pretty things and also useful ones, believing that a combination of beauty and utility is required in our daily life.

An Appreciation of Mooseheart

Philip L. Seman, General Director of the Chicago Hebrew Institute, wrote to the Superintendent of Mooseheart, after having visited the School, as follows:

"Mooseheart, as a child-caring agency for dependent children, expresses in its educational, recreational and social program an ideal that is bound eventually to prepare in the most practical manner those under its charge, to meet the problems of life from the economic as well as from the social point of view.

"The whole scheme seems to be to bring into a rural community rather than into an institution, the best that the city has to offer in education, in recreation, in sanitation, in city planning and management in industrial efficiency, without any of the city horrors of congestion, morbidity, shiftlessness, and the anti-social agencies contributing to the delinquency of the young as well as the adult of the larger communities. The boy and girl at Mooseheart get the fairest and best chance to be trained for life, every opportunity for the making of character, for the development of those faculties, which mold the individual into a being who knows how to discriminate between that which is constructive and for the good, from the destructive and the evil.

"The boy or the girl, who, at the age of seventeen, eighteen, or nineteen leaves Mooseheart, in my opinion, with probably the rarest exceptions, will be a distinct contribution to whatever community in which this boy or girl may continue life.

"The Loyal Order of Moose has through Mooseheart's experiments

likewise been able to prove that by means of *co-operation of a large number of people, huge sums of money can be raised without having to depend upon the few large contributors to institutions of this kind,* and therefore have the opportunity of doing the things in a manner and on a scale that is prohibitive in any if not all of the other privately conducted child-caring agencies."

"The thing that was brought most forcibly to my attention in reading your literature was the fact that Mooseheart is made possible by the contribution of no more than two dollars per year per member. *This is fully indicative of what can be done by intelligently directed mass co-operation.*"

This Annual Report

This Annual Report is a frank and careful discussion of the many and one problems which confront the Superintendent of a great institution like Mooseheart.

The reader who has gone over previous reports will note that in this are recorded many new methods and ideals. They will discern at once that employees at Mooseheart are not in a "crystallized" state; that they have

PRACTICING HOUSEKEEPING

There are two houses at Mooseheart used as "Practice Houses." One represents the usual cottage home of a skilled workman, the other is the home of Hon. James J. Davis. Here we see the girls at work on a dining room problem. Reading from left to right are: Ethel Coffman, Youngwood (Pa.) Lodge No. 23; Miss Bernice Smock, Dietitian; Helen Wuerfel, Cleveland (O.) Lodge No. 63.

A COOKING CLASS LESSON

The girls use regular kitchen utensils in their lessons, not laboratory equipment. The girl is Myrtle Byers from Coeburn (Va.) Lodge No. 948.

imbibed from the children, youth and the ability to change and adapt their methods and ideals as new information and experience indicates changes should be made.

The frank and open discussion in Matrons' and Proctors' meetings, at the General Student Council, and in fact at all meetings of employees and students can result in but one thing —that is, a mutual adjustment of all difficulties for the welfare of both student and employee. As John Stuart Mill well said, "Silencing of discussion is an assumption of infallibility."

Mooseheart has made and is making a very definite contribution to the educational ideals of America. Here are over eleven hundred boys and girls being cared for and trained as useful and patriotic citizens. Mooseheart is doing a bigger thing than just caring for them in the most praiseworthy and advanced way.

Mooseheart is affecting hundreds of thousands of children all over America. Hardly a day goes by without fifty to one hundred or even more visitors at Mooseheart. They come from all over the United States. Many are members of State Boards of Charities or heads of Schools or Institutions, and one cannot say how many boys and girls have received better treatment and greater opportunities throughout this great country of ours because of that which has been done for the children at Mooseheart. Every advance made in any child welfare movement means that the general care of all children is advanced.

This means that the members of the Loyal Order of Moose may take pride and their hearts may be glad through the fact that in offering the children of Mooseheart their many

advantages, they have, in a sort of "reflected way" offered the same advantages, although to a less extent, to hundreds of thousands of other children throughout our great land.

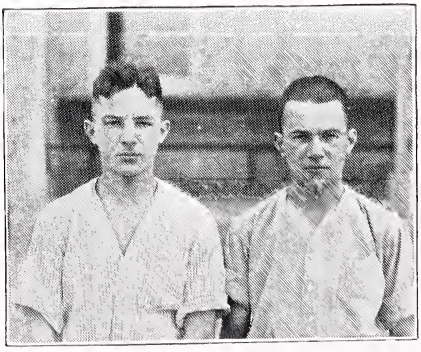
May this bring comfort and gladness to those who have made many sacrifices for the children of Mooseheart. May to these generous friends also come the thought that everything that is done for the good of children, allows the doer to become better and bigger, and necessarily happier.

A PRETTY VISTA

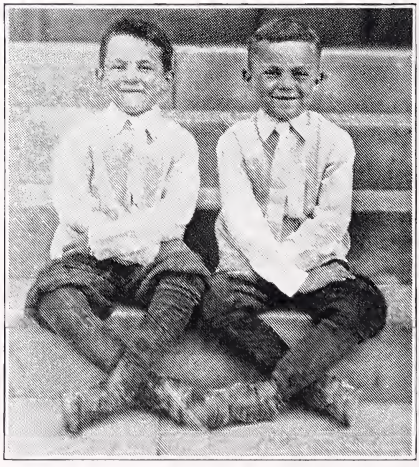
Studying this picture one notices in the immediate foreground a box filled with growing plants. This is the front entrance to Progress Hall. Beyond this is seen the cement sidewalk of which there are two miles at Mooseheart. The lamp post toward the left is one of 46 on the grounds. Just beyind the lamp post is Alaska Hall. This is a type of the five larger buildings in which the children live. To the right is seen the old silo and water tank, which is at present replaced by Campanile.

AT THE BABY NURSERY

They just crawled into the laundry basket left on the porch. The little one wants to get into the big basket.



THE OLDER PAIR



THE YOUNGER PAIR

TWO SETS OF TWINS

The Moose believe in large families as a patriotic duty. The older set of twins are Edward and Vincent Catich and the younger ones are Philip and Jack Catich, all from Butte (Mont.) Lodge No. 431.

Chapter IV

The Academic Schools

By MRS. W. C. SPENCER, Principal

Mrs. W. C. Spencer, Principal of Academic Schools. Graduate Batavia (Illinois) High School, 1901; graduate Northern Illinois Normal School 1903; teacher in Northern Illinois School 1903-1914; instructor at Kane County Teachers' Institute 1914, 1915, 1916. Principal at Mooseheart School since 1914.

Aim of the School

Young people today are more fortunate in many respects than those who lived at earlier periods in the world's history. Especially is this true of those living at Mooseheart where at every hand opportunities and advantages are presented which give to the boy and girl the chance of striving in every phase of his work to reach the ideal.

It is necessary to make changes from time to time, not only in subjects to be taught, but in methods for the presentation of those subjects. This report is intended to be a review of what has been done so far on the academic side, with suggestions of further ambitions and prospects for a still greater school.

Several requisites go to make up the ideal school. The teacher, the pupil, and the environment all contribute their part to the whole organization.

The teacher can do the most effective work when she directs only a small number at one time; and so it has been the aim at Mooseheart to divide and then subdivide the pupils into grades. The teacher therefore has the opportunity to deal more nearly with the individual instead of the mass. The true teacher then looks upon each individual that is put into her care as a new problem, one which she must study and figure out as though it were the only problem she had in mind. The teacher who can do this is the true teacher, the one who loves his work, lives his work, and makes his soul a part of it.

The child at Mooseheart is happy. Idleness is the road to unhappiness. Here no one is idle. A happy schoolroom is the medium through which the best and most effective work can be accomplished and the school-rooms at Mooseheart are the centers of happiness.

A great effort is made by Mooseheart to select from the wealth of teachers available, only the best. The standard of selection is a preparation through Normal or University training, backed by several years' experience and supplemented by a personality that appeals to child nature. Knowledge, the teacher, and the child, are the three fundamentals of an ideal school. Abundance of knowledge is valueless, unless the teacher understands the child and is capable of bringing that knowledge and the child together, so as to fit him for the place he is to take in the great society of which he will later form a part.

It is the aim of Mooseheart to make up its corps of teachers from among those who have in them inspiration and energy and drive, so that they in turn will pour into the students that inspiration of future Americans, energizing them with the driving power of American accomplishments.

History and Growth of the School

In September, 1913, one teacher with her little class of eight pupils was holding her first school at Mooseheart in a little room assigned her in the first industrial building on the grounds. Later this building burned and the school was resumed in a small room in Aid Hall. The school has been conducted during its nine years of existence in half a dozen places. In 1918, the present school building was completed and the last move made for the grades.

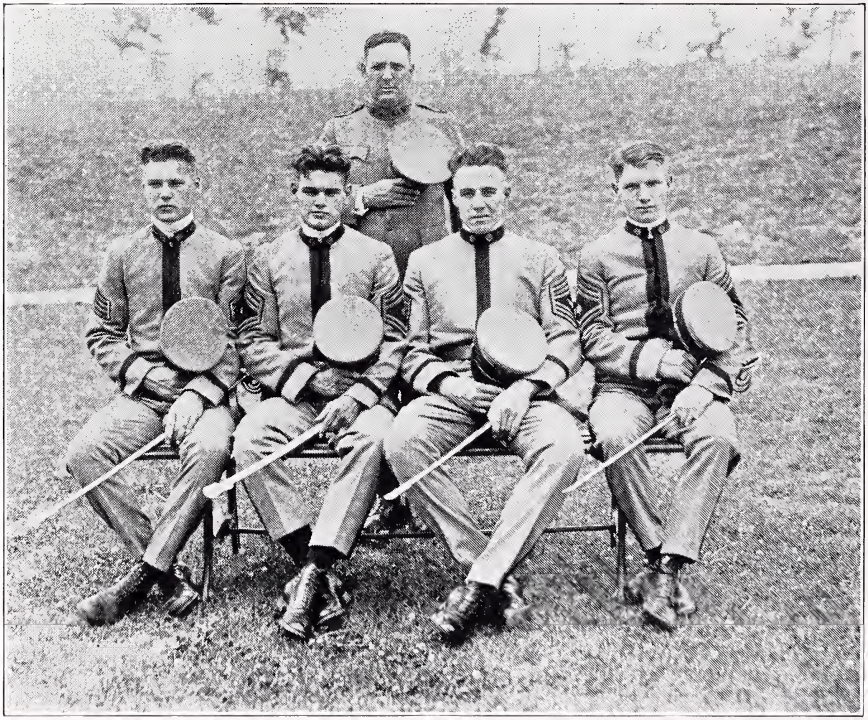
From this little class of eight pupils and one teacher in August, 1913, the Mooseheart school has grown until on July 1, 1922, the pupils (including the kindergarten) numbered 1019, with a teaching force of 47 teachers. These 1019 pupils do not include the 65 little ones who are yet too small to attend school. The following table will show more clearly the growth of the total number of members of Mooseheart.

Date	Boys	Girls	Total
August, 1913	5	0	5
August, 1914	73	31	104
August, 1915	155	80	235
August, 1916	201	110	311
August, 1917	248	160	408
August, 1918	318	203	521
August, 1919	413	307	720
August, 1920	469	360	829
August, 1921	575	446	1021
July, 1922	611	473	1084

The School Buildings

Main Building

In face of such a rapid increase in population, plans for larger and more adequate school accommodations were worked out. The present building was ready for us in 1918. The entire Junior and Senior High School is housed



THE STAFF OFFICERS OF THE CADETS

Reading from left to right are: Capt. Richard Kuhns, Apollo (Pa.) Lodge No. 201; Major Robert Robertson, Richwood (W. Va. Lodge No. 770); Colonel Russell Cretcher, Wabash (Ind.) Lodge No. 1195; Lieut. Col. Bruce Taylor, Montreal (Can.) Lodge No. 1111; Capt. W. E. Quick, Cadet Instructor.

LEARNING TO READ

The school rooms are of ample size so that the classes may be divided into little classes grouped in the front for their lessons.

in this beautiful school building which is complete in every respect, but a separate high school is needed. It is built of gray cement block with the red Spanish tile roof, typical of all Mooseheart buildings.

The four floors are divided into sixteen school rooms all large and well ventilated. The building follows the most approved modern pattern, one side being solid windows. This gives an ideal system of lighting and with the aid of the adjustable shades, any time of the day finds the room pleasantly illuminated.

A complete ventilating system is in operation by which fresh air is drawn into the fan room from the outside. Here it passes around numerous steam coils, and the super-heated and moistened air is forced by means of fans to the different rooms of the building. This gives a constant flow of heated, pure air into the school room, with an out-going current of used air. By this means the motor-driven fan does the thinking for 20 different teachers; for fresh air is assured without a window or door being opened, and the room is kept free from drafts.

The departments of English, Science, History and Civics, Mathematics and Languages are conducted here, besides one room which is used exclusively for typewriting and shorthand classes, and another used by the Normal department. The rest room for the use of the teachers is located on the third floor.

Fittings

Two of the large rooms are used by the Science department, one a physical laboratory and one a chemical laboratory. These laboratories are equipped with physics tables, chemistry tables, (water and gas), and apparatus supply cabinets containing all necessary physical and chemical apparatus for individual laboratory work. A new electrical table has been installed which provides for all phases of practical applied electrical work.

The library room is equipped with cases, tables and chairs, such as are found in any well equipped library. Here are found between three and four thousand volumes of the best in

history, literature, fiction, science, and art. Each teacher comes with her class to this room one period a week, at which time the boys and girls are taught how to use such a library and how to select suitable books for their home reading. The library is cataloged and indexed after the Dewey system, the same as is used in public libraries. After learning how to use the Mooseheart library, one could go into any library and have no difficulty in finding the book or reference required.

The music room is so arranged with its piano, table, chairs, rug and music library, as to give to the student the environment of the home music room. Private lessons are provided for both boys and girls. About one hundred individual piano lessons are given in this room each week.

Ample closet and storage room throughout the building has been supplied with shelving on which are kept books and general supplies. The building is fire-proof throughout, with double interwinding stairways at both ends of the structure, which provide separate enclosed stairway and outside exit for each of the rooms of the building.

Temporary School Buildings

With the increase in the enrollment and the division of classes, it was found that the new school building was not large enough. Twenty portable school houses of one room each have been erected to the west of the main school building, to accommodate the Elementary School.

These buildings are equipped in every way the same as the rooms in the main building. The interiors are especially attractive. These rooms will relieve the crowded conditions until the new High School building is erected so that the present main building may again by used by the Elementary School.

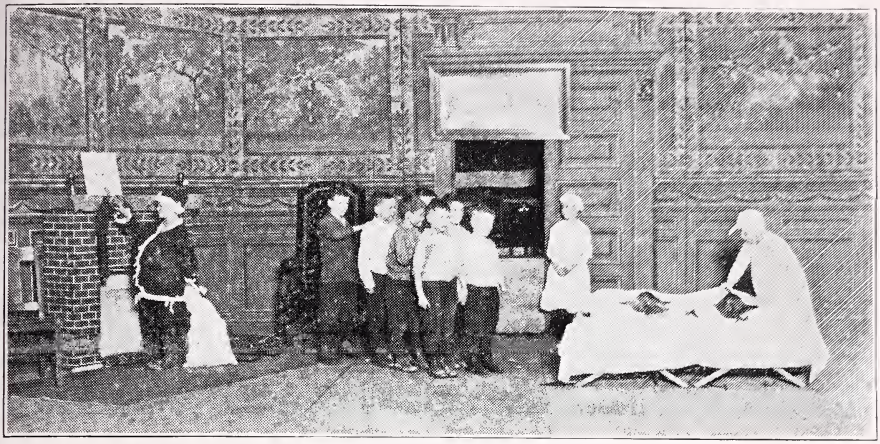
It was found necessary to take over the part of Assembly Hall known as North Assembly for the use of the Kindergarten, Sewing and Industrial Art Classes. The two spacious rooms on the second floor with their adjoining small rooms are being used satisfactorily by the Kindergarten department. Here it is that about eighty little ones between the ages of four and six gather each day to be guided by the four Kindergarten teachers who have been carefully selected for this work.

The first floor of North Assembly is used by the Sewing and Industrial Arts Classes and is so arranged as to afford ample facilities for instruction in this important work. With their sewing machines, tables, dress forms, and various other equipment, a most complete course in sewing and millinery can be given.

The industrial arts classes are a new venture since January, 1920, but are proving most satisfactory in that the girls and some of the boys find in this a means of making their way in the world. Since their beginning the art classes have made and sold enough to equip their room with art desks of the latest type.

ASSEMBLY ENTERTAINMENT

Each day one of the grade classes presents a play or a recitation or some little sketch that they have memorized or written up themselves. This is most interesting to the other students. In this view we see the children have arranged some story that has to do with a moose and a sleigh and it looks like Santa Claus.



A PART OF THE SCHOOL WORK

In Assembly there is presented each day some of the problems or stories of little acts that the children work out in school. The different grades vie with each other in doing the most creditable work.

Leave of Absence for Teachers

Progressive schools throughout the country are taking note of the fact that teachers in service should be given some opportunity of professional preparation while employed. At Mooseheart, where school is in session forty-eight weeks in the year, the teachers have had no opportunity of attending a summer school like teachers in other schools. Provision has therefore been made to grant to Mooseheart teachers, after four years' service, a two months' leave of absence on pay, during which time they are to spend at least six weeks in attendance at some summer school doing professional work.

By this plan the teacher can acquaint herself with the newer methods in education and the Mooseheart school will likewise be aided as the teacher taking advantage of this opportunity must agree to return to Mooseheart for the following year.

The Mooseheart Plan of Schools and Teaching

Unlike the majority of schools, the Mooseheart School is in session forty-eight weeks in the year. Vacations are given at various intervals, one week at Christmas, one at Easter and two in the summer. These stated rest periods break into the year and neither pupils nor teachers find the long year a hardship.

The "Six-Three-Three" Plan

Until a few years ago public schools were organized on the "Nine-Four" or "Eight-Four" plan. According to modern education, the Mooseheart school was organized in 1917 on the "six-three-three" plan. The first six years constitutes the Elementary School. Here the minimum essentials are shown by the contents of the Course of Study. This is followed by the Junior High School to which belong the seventh, eighth and ninth grades. Then follow three years of Senior High School training.

The six years of the Junior and Senior High School corresponds in work to the usual seventh and eighth grades plus four years of a regular accredited high school.

This division is intimately connected with that of the Vocational Courses. It is intended that during the three years of the Junior High School, the student shall take his prevocational work. Upon entering the Senior High School, the student should begin his regular vocational work, which he continues for a normal period of three years.

The Kindergarten

The group called the "Sub-Kindergarten," although not doing the work

of the regular Kindergarten class, has given to the little ones just leaving the nursery something to occupy their time, such as pleasant walks, games, story telling, and those things dear to the heart of the child.

The work in the regular Kindergarten begins with the children at the age of four and one-half years and thence until the child very nearly reaches his sixth year the Kindergarten teacher carries him through the golden age of childhood. The great world about him is just beginning to unfold and every new thing is one of wonder. It is said that "The Kindergarten is the only phase of education that is not in the line of preparedness for the next year. It is the only place in the whole scheme of education that is preparing the child for life out of school."

Part of the mission of the first grade teacher is to make sure that the child is prepared for the second; in the second that he is prepared for the third; in the third that he is prepared for the fourth; and so on through the entire school, the High School, the College, the University and the higher schools and phases of learning. The Kindergarten teacher, however, is free, and should she wish to spend a part of a day, a whole day, a week, or longer outside of the school room with her class, it can be done without fear that something might be left out which would interfere with the children finishing the prescribed amount of work on time, and would thus hinder their passing on into the first grade.

It is planned to have a large amount of the Kindergarten work

SENIORS' TREE

The fourteen boys and girls in the Class of '22 planted an elm tree in the park at Mooseheart down back of the United States Post Office. Supreme Secretary Rodney H. Brandon is the Class Sponsor.

WORKING OUT A POEM

The "Socialized Recitation" and the "Project Method" are used at Mooseheart, and vitalize the whole Course of Study.

done in Nature's great school room of the outdoors. The Kindergarten school room is provided for part time or for bad weather; but what is that compared to the benefits derived from going out to a shady spot on the wonderful Mooseheart Campus, where the children build for themselves a real house out of large blocks provided for that purpose?

Or who can match the pleasure and benefit gained from a day out doors, at Moose Lake, with the teacher as guide and companion, pointing out the wonders of the great world, which is so new to the child? To loiter in the meadow just because of its beauty and fresh earthy smell, to sit a half hour on the hillside with the spring flowers around you, to listen to the sound of the wind in the trees, to fill the heart with the things which make the little journey wonderful to the children. And then to come back to the school room for a short period with the joyful anticipation of discovering in the little ones an outward manifestation that during this outdoor period their happy minds have been most receptive and most active.

Mooseheart affords a wonderful opportunity for this plan, inasmuch as here it is possible to conduct an outdoor Kindergarten most of the year, with only a part of the time devoted to the inside work.

Elementary School

The Elementary school is made up of the first six grades.

The child has received his first view of the great outside through the medium of the Kindergarten, and at six years of age he is ready to enter the first primary. The plan is to devote a year's time to each grade. Pupils who are able to progress more rapidly will have more rapid promotion.

Each of the six grades is divided into two parts with a teacher in charge of each division; that is, there is a "I A" and a "I B," a "II A" and "II B" grades. These divisions are again divided so that each teacher has two sections. The classes are kept small, about 30 pupils each, thus affording an unusual opportunity for the teacher to do a great amount of individual work. As one section of fifteen pupils is reciting, the other section is preparing work, making it possible for each boy and girl to be actually doing something every minute of the school day. At those times when the entire class is studying it is always under the supervision of the teacher, who goes about from one to

another, teaching the individual how to study.

The teacher disciplines in these grades through the activities of her pupils rather than by repression, therefore there are never any unoccupied moments for them. There are periods of rest from actual study, but even then something is provided to keep the minds occupied.

The Junior High School

This school consists of the seventh, eighth and ninth grades. The work is departmentalized with a specially trained teacher at the head of each department.

By the plan followed in the Junior High School, the student does not feel the abrupt break between the grades and the High School, which so often proves a stumbling block to those entering upon their last four years of school on the regular "eight-four" plan—eight years in primary and grammar grades and four in High School.

The Senior High School

After completing the three years of Junior High School work, the student is prepared to enter upon the last three years of school work in the Senior High School which consists of the tenth, eleventh and twelfth grades. During this time fully accredited vocational work is also completed.

The course followed by the Students during these three years is fully planned, with a list of subjects, a part of which are prescribed; but with a sufficient list of electives to allow some individual selection besides the Vocational choices. It thus affords opportunity for the student to choose those subjects which are most suited to the vocation which is to be followed.

THESE GIRLS MADE THEIR OWN DRESSES

All the older girls are members of the dress-making class. They can design, cut out and make their own dresses.

A REGULAR PARTY

After school on Friday night the members of the Senior Assembly have a dance. Not only do they dance but the members of the Home Making Class make cake, cookies and many good things to eat and the boys and girls have tea.

Opportunity Classes

For more than four years two classes have been in operation which in every sense of the word live up to their name "opportunity". The size of the usual classes in the ordinary school does not allow the special attention that is due the boy or girl who for some reason has been delayed in school work. This delay may have been caused by sickness, lack of good school privileges before coming to Mooseheart, or sometimes to unfavorable environment.

Two special classes therefore, are provided at Mooseheart all the time, in which are gathered boys from the various grades who for one reason or another are irregular in their work. It has been found in several cases that boys who were thus behind have been able to catch up with the work of classes of their own age by spending a year or two in these opportunity classes.

One similar class is composed of girls from the first and second grades; they have a better chance to do their best than in grades in which the work is beyond them. Taking them out relieves the regular pupils from the hold-back of those who cannot do as good work.

New Methods

The Socialized School

The Mooseheart School is absorbing into its life as fast as it can those big things of life which in the end make for better citizenship. Interest in larger schemes which arouse men and women and in which they are chiefly concerned ought to be encouraged in school so as to jolt the young people out of conventional ideas and practices; and lead to the utilization of the child's capacities

now too often wasted. Mooseheart has introduced into its classes the Socialized School. This system is in its infancy but its arousing effect is every day more evident.

The school which adopts this plan must first forget the limitations of the formal course of study. As in the project method each study is looked upon as a part of every other study. This principle is carried out as set forth in the printed Mooseheart Course of Academic Study. It especially brings into relief those ideas which make for better citizenship.

Mooseheart is always ready to change its methods of teaching and management as fast as better methods are found. In proportion as the child's attention can be given to actual life outside of the school room by the teacher, that teacher becomes the wise leader or counsellor. The time has passed when the teacher sat upon her throne high above her pupils, ready to inflict penalties upon those who openly disagreed or who ventured to express an opinion contrary to that of the book or the ruler.

This new method has the power of making pupils think for themselves. They do not watch the teacher's face to catch her approval or disapproval before they venture to express their opinion upon the subject in question. They are working now in a broader field, for they have become interested in the problems; and they have an interest in the work, rather than merely expressing themselves for the approval of the teacher or even the class.

The socialized recitation not only trains the pupils to do their own thinking, but it teaches them to make up their own minds and come to their own conclusions. It is true that many mistakes are made, but pupils both learn and lose through mistakes, profiting by them in plans they make in the future.

The method of the socialized recitation is really a discussion among pupils, with the teacher in the background ready to suggest and direct and bring the threads together again should the discussion stray into fields foreign to the subject in question.

The pupils in this new class become actual "social beings." They talk to each other freely. They observe the rules of politeness such as are expected in the outside. They use a pleasant conversational tone of voice and are taught to face the majority of their audience. Courtesy is exemplified to the highest degree, for no speaker is interrupted without due apology, all speakers are listened to, no one monopolizes the conversation

Rear view of New Jersey Hall. Gift of the Moose of New Jersey

and every one takes a part with no one shirking his duty.

The teacher in the socialized school to be successful must be apparently the least conspicuous in the group with which she works. Her degree of success depends upon getting a maximum of work from the class by doing the minimum for them. The main point of the recitation is for the teacher to know when to talk and when to keep still. The sole purpose of the teacher should not be merely the enlightening of the average pupil but the awakening of the thought, reasoning power, and sober judgment of those who will some day be our leaders. The present age has little use for men and women who do not think. The old fashioned method of reciting what has been learned from books is merely a test of memory. The new method does not rely upon it and is altogether an exercise in thinking. It matters not if the book is open on the desk for the eyes of the pupils; his work is to reason, to listen, to ask questions and to come to his own solution regardless of the opinion of the book, the teacher, or his fellow-classmates. The day is past when a thing is true just because the teacher or the book says so. There must be a difference of opinion. Questions should be asked to create this frame of mind. The majority of the conclusions of the world in social problems are and must remain tentative statements. If we teach in the class room that there is a direct and only solution for all problems, we are teaching against the experience of mankind and the facts of actual life.

The Project Method

The Socialized School must have a foundation upon which to build and that is supplied by the various projects put before the pupils.

A project is something to be done requiring constructive or creative ability. It is more than a question to be worked out, it must be based upon a problem involving study and learning and to be the best type of project work it should involve manual action. In other words a project is that which requires doing as well as thinking.

The following are some of the projects worked out during the past months in the Mooseheart School:

"The Story of a Book." This project involved the making of scrolls, making of ink from berries, making of deckle-screen, and finally the making of a sixteen-page pamphlet which was sewed and bound.

"How a boy might become a knight." This project involved the study of feudalism, castle life, training for knighthood, tournaments, etc. A castle was modeled and finally a play written telling the story of a boy who became a knight.

"The Home." This project involved a full study of the home, the relations of the various members of the family, the furnishings, etc. The manual problem was to build a four-room house and furnish it with articles made by the children.

"The Village Street." From boards and beaver board a grocery store, dry-goods and confectionery stores were built. Play stock was placed in the stores and actual transactions took place.

While the above are only a few of the numerous projects worked out, they go to show what is being done along this line.

The Mooseheart High School

Accrediting of High School

The highest official recognition that can be given to a High School in Illinois is that which the University accords when it puts a particular High School on its accredited list. Official examinations of the course and methods of the Mooseheart High School show it to be in general accordance with the State requirements. The University of Illinois therefore recognizes it as an efficient school and has formally granted this accrediting, which will give those graduates wishing to do so, the opportunity of entering an advanced technical school or college, which do not require Latin or Greek for entrance, without having to take a regular college preparatory course or to pass entrance examinations.

The requirements for accrediting graduates of High Schools to Universities and the standing of Mooseheart in these particulars are as follows:

(1) School year of at least 36 weeks.....48
(2) Adequate financial condition of district concerned ..... Highest
(3) At least four teachers below the High School 21
(4) At least 3 teachers devoting full time teaching in High School.....12
(5) Recitation periods at least 40 minutes long .....Yes

(6) Double periods for all unprepared work .....Yes
(7) Text books well chosen.....Yes
(8) Teachers well prepared.....Yes
(9) Not more than 7 periods per day of class work for teachers.....5-6
(10) At least 15 units required for graduation,
Which must include:
3 units in English..... 4
1 unit in Algebra..... 1
1 unit in Plane Geometry..... 1
1 unit in Physics or Chemistry..... 1
Mooseheart offers 16 units.

A unit is the amount of work represented by the pursuit of one subject with the equivalent of at least 180 recitation periods of forty minutes each, or the equivalent in laboratory or other practice.

Aside from the six units prescribed the additional subjects are selected by the student according to the course he expects to pursue later.

Reaccrediting of Mooseheart

The Mooseheart school was inspected for the second time in October, 1910, and as a result of that inspection the following schedule of units of credits was granted:

SUBJECTS	Time in Hours	Credits Granted	Prescribed Units	Elective Units
Algebra	240	1½	1	½
Plane Geometry	160	1	1	..
Solid Geometry	80	½	..	½
Trigonometry	80	½	..	½
Commercial Arithmetic	80	½	..	½
English Composition	160	1	1	..
English Literature	480	3	..	1
Spanish	480	3	..	1—4
French	320	2	..	1—4
Ancient History	160	1	..	1—3
Medieval and Modern History	160	1	..	1—3
U. S. History—Civics	160	1	..	1—3
Business Law	80	½	..	½
Bookkeeping	320	1	..	1
Stenography-Typewriting	640	2	..	1—2
Commercial Geography	80	½	..	½—1
Physiography	112	½	..	½—1
Physics	224	1	..	1
Chemistry	224	1	..	..
Botany	112	½	..	½—1
Zoology	112	½	..	½—1
Physiology	112	½	..	½—1
Drawing	480	1	..	½—2
Man. Training	640	2	..	½—2
Domestic Science	640	2	..	1—2
Agriculture	960	3	..	1—3

In addition to the above there are given at Mooseheart the following courses, for which students receive additional elective units.

SUBJECTS	CREDITS GRANTED
General Science	1
Public Speaking	1
Social and Industrial Relations	½
Penmanship and Word Analysis	½
Drafting	2
Machine Shop Practice	2
Cement Work	2
Printing	2
Band or Orchestra	1
Industrial Arts	2

Additional Certification

During the past two years the Mooseheart High School has received new honors by being admitted as a member of the North Central Association of Colleges and Secondary Schools. It has also been made an associate school with the University of Chicago and has been accredited at the Military Academy at West Point and the Naval Academy at Annapolis, on the same basis as the best high schools and academies.

Time of Graduation

The School calendar is so arranged that promotions occur twice a year, thus allowing the classes to enter the High School either January 1 and July 1. As a result classes will finish their High School Courses on either of these dates.

Graduation exercises, however, will be held only once each year in the summer, thus bringing them at the time of the yearly Moose Convention. By this arrangement, the present mid-year class will finish their Academic work in January, but will continue their Vocational work or remain at Mooseheart or elsewhere as employes until the following June, and thus enjoy their Academic graduation with the June Class.

Chapter V

Vocational Education for Boys and Girls

By ROBT. F. HAVLIK, Acting Director of Agriculture, Shop and Building Trades and MRS. W. C. SPENCER, Assistant Superintendent in charge of Girls Vocational Work

The Mooseheart System

The idea of making Mooseheart a place of practical training for some particular sort of work was in the minds of the founders of Mooseheart from the first. Mr. Davis stated it once-for-all in the phrase that has become the polestar of Mooseheart: "A High School education and a trade for every boy and girl." That has in it all the elements of Mooseheart: An academic training; a practical training; preparation for a particular means of self-support; and the education together of boys and girls.

In the first Governors' Report issued in 1914 they said "Our first conclusion was that the fraternity was truly in earnest in its determination to go through to the end in its effort to not only build a model educational institution, dedicated to vocational pursuits, but as well to endeavor at least to educate the population outside of the Order to the advisability of increasing the proportion of vocational education in the public schools themselves." "By combining study with that of practical labor our students will leave Mooseheart much better equipped to fight their own battles in the world than the students of the other educational institutions of this country. We aim to combine theory with actual practice."

No definite and complete program was laid down for the vocational work. For some years the children were not numerous and the first task to house them, feed them, clothe them and bring them up to be men and women. The first school building was not completed until 1918. The academic course of study was put into effect in the complete form of elementary school, Junior and Senior High Schools in 1917, the first graduates were ready in 1919; the printed Course of Academic Study in 1920.

Meanwhile the vocational work went slowly. There was the farm work. There were new buildings going up and there was an opportunity to learn not only the hammer and the saw but the drafting board, the blue print and the manufacture of Mooseheart famous cement blocks, for construction. Shops were started where rooms were to be found. In 1917 Industry Hall was completed which is a first class vocational building. Constructed as it ought to be, as a factory, with plenty of light and air, and shop space.

The intensive vocational study in a high school does not begin until about fifteen years of age; and out of the thousand children at Mooseheart only a few score were ready for it. Mooseheart is just now facing the problem of providing for graduating classes of fifty, seventy-five and befor long a hundred, each of whom has a right to such a vocational opportunity as will offer employment and self-support from the time of leaving the institution. In 1921 the Governors commissioned one of their number to make a survey of the existing vocational schools—of providing for young people of the same ages as Mooseheart, both in the United States and Canada. He has made extensive travels and has visited schools in many states and cities, to see for himself how the problems of Mooseheart were solved by other people. An elaborate report will shortly be submitted as a basis of a program of subjects and of relations between subjects which will guide the vocational work of the next few years. Mooseheart always reserves the right to change its mind on details while never letting go of its main purpose and method. The Governors' annual report for the year Report of the investigation.

In this report it is possible only to sketch the outlines of the combined Mooseheart academic and vocational school, using some of the material brought together by Mr. Havlik and Mrs. Spencer under the supervision of Superintendent Adams.

Agricultural Vocations

During the year the farm work and shop industry were brought closer together by putting them in charge of one man with the hope of making the agricultural work more intensive by putting it parallel with the established trades. Agriculture has never been a favorite subject for Mooseheart boys perhaps because so large a farm with such expensive machinery is not of the kind for men who expect to earn their living by work with their hands, and instruction was never turned in the direction of fitting young men of experience in all the varieties of farm work to become farm foremen or agricultural teachers. Of the six boys who took the vocational work at the beginning three have completed it, two of whom will shortly become the second and third graduates of Mooseheart with a diploma in Agriculture. The prevocational work was mostly gardening, nursery and greenhouse work.

Farm Operations

During the past two years considerable changes were made in the operation of the farm. In December, 1920, the Poultry Department was turned over to the vocational department to be operated entirely by students. Four months later, in April, 1921, the other farm departments to be operated in the same manner as far as possible. The relation between the farm and the class room has been very close for all the farm operations have been under the supervision of five college trained practical agricultural students, both soldier and Mooseheart students.

During the past year, agricultural experts from the U. S. Department of Agriculture and from the University of Illinois Department of Agriculture have made several trips to Mooseheart to analyze the farm organization operation. In accordance with their recommendations a definite system of crop rotation and management has been adopted. The farm fields have been enlarged to average about 75 acres each. This change will help materially to economize labor and will help in the use of more improved

PRACTICAL AGRICULTURE

Scoring corn and the class room work are all correlated with work in the fields and with farm machinery. These three boys graduate in Agriculture next year. Reading from left to right: Frank Schott, Highlandtown (Md.) Lodge No. 176; Leo Thelen, Aurora (Ill.) Lodge No. 400; William Zahmel, Jersey City N. J.) Lodge No. 266.

labor saving machinery which cannot be used to advantage in small fields.

Dairy

Part of the milk for Mooseheart is produced by our own herd of Holstein cows. The herd is headed by King Pontiac Beets Maia Burke 215789, sired by son of King Segis Pontiac, who has 129 A. R. O. daughters and is the sire of the $50,000 bull King Segis Pontiac Alcartra, and his sire's dam is the 21-lb. daughter of K. P. Pontiac Lass, first 44-lb. cow of the breed. He is from Johanna Queen Burke Beets, who has three records of 28, 29, and 31 pounds. The progeny of this bull which we have in our herd are great individuals. His heifers are kept to build up the herd and his bulls are sold either while quite young for veal, or kept to be sold later for herd sires.

Very careful records have been kept of each cow as a check on her economy of production and the unproductive cows, 29 in number, were butchered for beef. This practice along with careful selection has done much to improve our herd.

Soldier students under the supervision of an instructor have taken care of all of the operations of this department so that whatever success the dairy has had should be credited to this combination.

Mooseheart students have done vocational work in the dairy.

Swine

The hogs are the scavengers of Mooseheart for they utilize the waste crops and garbage from the halls, which has little or no money value. Very little marketable crops are fed to any of the hogs, except to breeding stock.

In this department we have gone in for production rather than for blood stock. We have 30 Berkshires and Duroc Jersey brood sows which produced 178 spring pigs. All of these pigs will be kept on the farm this year to consume feed which would otherwise be wasted.

Beef Cattle

During the past year almost 100 head of half fat cattle were purchased on the Chicago market to be fattened on corn and cheap refuse for butchering from time to time as beef for Mooseheart.

We were extremely unfortunate in losing our beef cattle barn last summer by fire. It was completely covered by insurance and has been replaced by a much cheaper feeding shed.

Horses

In the course of the past year our Percheron stud was increased by six colts and decreased by the sale of nine old horses, leaving a total of fifty-six horses and colts. Forty of these are over two years old and are used for farm work.

These are as fine a lot of horses as may be found anywhere, even though they are used for work every day. The students weigh the horses once a week and keep records on the cost of maintenance.

This has been the most profitable department of the farm, giving a net gain of more than $8,700.00 this year. Much outside team labor was employed for the home and Construction Departments. This made it possible to keep the horses profitably employed and helped to make a good showing in the department.

Crops

Regardless of unfavorable weather at the beginning of the season, most of the crop yields were unusually high. The total crop yield amounted to 248 tons of hay, 8,500 bushels small grain, 352 tons silage, 6,400 bushels corn. The wheat and rye produced 35 and 38 bushels to the acre respectively. These crops were grown entirely by students, about five-sixths soldier student labor and one-sixth Mooseheart labor. This year there has been planted 200 acres of corn, 154 acres of oats, 30 acres of wheat, 26 acres of rye, 156 acres of meadow, and 20 acres of barley. One hundred and thirty-six acres of small grain were seeded to clover and grass, and 30 acres were seeded to alfalfa. We have only made a start with alfalfa but by increasing the acreage we hope to produce enough alfalfa within a few years to feed all of our own dairy and beef cattle.

Farm Mechanics

The farm mechanics department has grown to be one of the most important departments on the Mooseheart farm. The institution owns a complete set of farm machinery, including cultivators, grain separators, shredders, farm tractors, etc., and in

addition a great deal of machinery is loaned to the farm by farm machinery manufacturing companies for student use only. One of the largest machinery manufacturing companies (The International Harvester Company) has placed experimental tractors on the Mooseheart farm to be tested out in the laboratories and in the field by our agricultural students. About 60% of the field work this spring was done with experimental tractors. The tractors took a part in every operation, even planting corn, cultivating corn and making hay, etc., and are operated entirely by students. The blacksmith shop is equipped with a complete set of smithing tools which makes it possible to do all of our farm machinery repair work.

Poultry

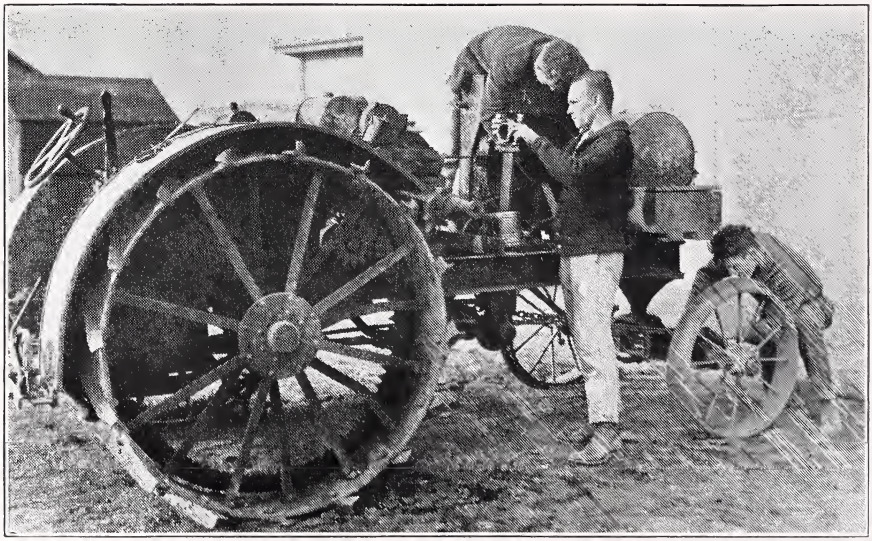
The Poultry Department has been for the first time successful and that under student operation. At the beginning of the year we had 500 hens, consisting of Rhode Island Reds, White Leghorns and White Wyandottes. The student classes gave these a systematic culling several times during the year and only the very best layers were carried over for breeding and experimental purposes. The flock was increased by 1,800 baby chicks in 1921 and 1,900 in 1922. The same general program of culling out unprofitable layers will be carried out this year and by so doing we hope to build up a strain of high egg producers.

Garden

The students, during the past year, grew and harvested twenty acres of vegetables. The crops consisted of tomatoes, cabbage, onions, potatoes, celery, peppers, sweet corn, radishes, lettuce, etc., all of which were consumed in the dormitories at Mooseheart.

Greenhouses

A large variety of vegetables, flowers, and ornamental plants were grown in the greenhouses for the purpose of giving students practical experience. One house was used for truck garden plants and vegetables such as radishes, celery, and tomatoes, the other being used for carnations and ornamental plants such as ferns, palms, etc., which were used in the park during the summer and for table decorations to brighten the halls during the winter.



PRACTICAL AGRICULTURE

These three boys graduate in Agriculture next year. Their last summer and autumn is being spent in the practical work of harvesting. They will make good farmers as they know and have had experience in all phases of the work and have had the technical or book side also. Reading from left to right they are: Frank Schott, Highlandtown (Md.) Lodge No. 176; William Zahmel, Jersey City (N. J.) Lodge No. 266; Leo Thelen, Aurora (Ill.) Lodge No. 400.

Nursery

The nursery has confined its activities to the growing of trees and shrubs for the park and a limited quantity to sell. The efficiency of this department is well demonstrated by the beauty of the park and the grounds at Mooseheart; it is not a profit maker.

Industrial Vocations

Industrial Education

The Mooseheart School, founded on the principle that every child is entitled to a high school education and a trade, is divided into two sections: the Academic department and the Industrial department. Industrial Education is in turn divided into two sections—Pre-Vocational and Vocational education.

The term "pre-vocational" education is applied to the try-out period and experiences during which students are given an elementary course in different trades. The purpose of this is to give the student as broad a general knowledge of each trade as is possible, particularly from the standpoint of his own adaptability to the trade; the opportunities of advancement in the trade; the kind of skill required; the amount of wages paid. Thus he is enabled to decide from first hand knowledge whether he would like to follow that trade as a means of making his livelihood.

The term "vocational education" is commonly applied to the specific training given in one trade for a longer period of time, say from two to four years, during which a student devotes all of his vocational time to the learning of this particular trade in the shops or on the job; and a few related subjects, such as mechanical and architectural drafting.

Pre-Vocational Assignments

Starting in the fifth grade, each and every boy is assigned to some shop subject, five days per week for one and one-half hours; and his assignment is changed in most cases every three months until he has completed the rounds of all the pre-vocational classes, which usually happens while he is in the eighth grade or during his first year in high school.

The boys in the fifth and sixth grades are assigned to shop work for one and one-half hours daily; those in the seventh and eighth grades two hours daily; and high school students from the ninth to the twelfth grades three hours daily. These assignments are made by grades except in special cases. Only such boys are treated as special cases as are over age for the grade they are in. The number of such boys is relatively small. These figures are tabulated in the sections of Chapter I. devoted to vocational work.

Subjects Taught

The pre-vocational and vocational subjects taught as as follows:

Pre-Vocational Subjects

1. Ornomental concrete.
2. Woodwork.
3. Sheet metal.
4. Bench machine shop.
5. Painting and decorating.
6. Sign painting and show card writing.
7. Drafting.
8. Automobile repairing.
9. Printing.
10. Agriculture (this includes greenhouse, nursery and garden).

Vocational Subjects

1. Ornamental concrete.
2. Carpentry.
3. Sheet-metal.
4. Machine shop.
5. Painting and decorating.
6. Sign painting and show card writing.
7. Automobile repairing.
8. Printing.
9. Agriculture in all its branches.
10. Mechanical drawing.
11. Architectural drawing.
12. Cabinet making.

A careful record is kept of each boy's work in each department, his likes and his dislikes, with a view of helping the boy to make an intelligent choice of his trade at the proper time.

During the try-out period each instructor presents his subject to the students as thoroughly as possible, and endeavors to awaken their interest in his subject and make them understand all phases of it as thoroughly as possible in order that he may compare the possibilities of this particular trade with that of other trades. In a sense each instructor is a salesman attempting to sell goods which in his case happens to be his trade. During this time the student has frequent conferences with the Superintendent

and the Acting Vocational Director, whose duty is to help him choose wisely. As a student goes from shop to shop he quickly learns to make his own comparisons and reach his own conclusions as to the relative merits of each of the trades offered him. During this prevocational period the main purpose of instruction is not to give the boy great mechanical skill but a wide general knowledge of each trade and all that is related thereto. The student will get his mechanical skill after he chooses his trade and takes it from a vocational standpoint.

Boys Permitted to Select Their Trade

During the last year in Junior High School every boy under direction selects his vocation or trade. As far as possible it is desirable to make his choice at this time, thus enabling him to devote the required daily half of the three years of the Senior High School to his trade. If, however, his experiences do not justify making a choice at the beginning of the year, he is watched more closely than before and given a second and third trial in the trades he has indicated as his first, second, and third choice. Usually he will be able to choose his trade before the second term ends or in the middle of the year. His choice of a trade is first approved by the Acting Vocational Director and then by Superintendent Adams.

In the vocational classes the main object is to have the student acquire great skill and make him fully acquainted with manufacturing and production practice so that he may be not only a skillful worker. but a rapid one, capable of holding his own with other journeymen.

Products Used at Mooseheart

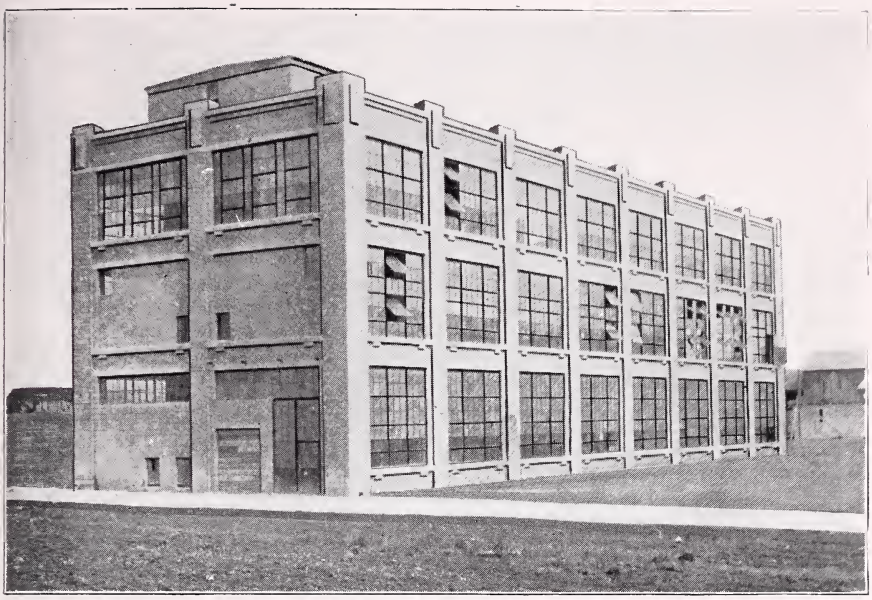
The Engineer holds a monthly meeting and sometimes a semi-monthly meeting with all of the shop instructors at which time matters pertaining to the shop work are discussed from all possible angles and criticisms are made as to the handling of the work. These meetings are usually held about one week before the monthly meeting with the Superintendent. Both theory and practice are taught in all the shops according to the requirements of each trade. The actual practice is obtained on work required for the institution as far as possible. For example—the students in the woodworking classes make some furniture and equipment needed by Mooseheart; even the elementary classes in the fifth and sixth grades do some of this work such as manufacturing ballot boxes for the Supreme Lodge. For several years all of the ballot boxes sold by the Lodge have been manufactured by the Mooseheart Vocational classes. Equipment boxes for the Supreme Lodge have also been made by these students. The sheet metal classes are making almost all of the sheet metal utensils used in the dormitories. These consist of such articles as garbage cans, pails, cooking utensils, dish pans, dust pans, liquid measures, funnels, spice cans, flour cans, and numerous other articles.

Learn by Doing Definite Jobs

The students in the nursery, greenhouse and gardens grow the shrubs, flowers and vegetables for our own use. Similarly, boys in the cement plant make various articles which are sold in the open market and products from this department are in great demand and are being shipped to firms throughout the country. All of the ornamental concrete used in our own buildings is manufactured by the vocational students in the ornamental concrete department. The students who take the painting course do much of the interior decorating in our buildings and also a considerable portion of the outside painting. Our carpentry students have received much of their practical instruction in building actual buildings at Mooseheart, which are used for dormitories. Even the sign painting students have had some actual practice in making the numerous signs that are necessary in an institution as large as Mooseheart.

As far as possible the project system of teaching is employed whereby a student is given a definite job to perform and handles it from beginning to end as an individual project in which case several students or perhaps even the entire class do all the work necessary to the proper completion of the job.

Of the 1922 graduation class, two students have finished in sign painting and are already employed at this trade. Another student finished up in machine shop practice and will enter the employ of the Western Electric Co., on August 28 to learn tool



INDUSTRIAL HALL

This is the building that houses the shop trades at Mooseheart

designing. Another is an auto mechanic and will follow this trade after graduating.

Soldier School

Since the world war, we have been retraining disabled soldiers and have had splendid success in the work. We have employed the same methods in training these students as we did with Mooseheart students, with the result that Mooseheart is now recognized as one of the best schools for training disabled soldiers in this country. One year ago we secured a position for the first soldier graduate from the ornamental concrete department, at a salary of $55.00 per week. This young man is now superintendent of this plant. A second student was sent to North Carolina about two months ago and is now in active charge of a products plant, at a salary of $60.00 per week. Graduates from our sign-painting and window trimming departments are employed at good salaries in various parts of the country, as far west as Denver, as far east as Connecticut, and as far south as Mobile, Ala.

The work with the disabled soldier school has enabled us to better organize our shops, and the ease with which we have secured positions for soldier graduates has acted as an incentive to our own Mooseheart students.

Girls' Vocations

At Mooseheart the general school program from the fifth grade on includes vocational work. That of the boys is mostly made up of our-door and shop practice which cannot be carried on within a school room. The girls' vocations on the other hand are usually of an indoor type, so that preparation can be made for those courses in or alongside the academic school room. The supervision of all the girls' vocations is placed at Mooseheart in charge of an assistant Superintendent who is also principal of the Schools.

Advantages

Just now there are more opportunities and advantages for girls and young women than ever before in wage earning employments.

Freedom and opportunity in any sphere in life mean increasing responsibility; and to meet it is needed a broader intelligence and sounder

judgment, which shall be sufficient to meet all situations as they arise.

The vocational courses for girls are arranged, not only to give to the girl a means of earning a livelihood when leaving Mooseheart, but also with a view to broadening her life and fitting her to meet and cope with affairs of the world as they arise.

The girls' vocational work has been arranged under three divisions:

(a) Preparatory pre-vocational courses.
(b) Pre-vocational courses.
(c) Vocational courses.

Preparatory Pre-Vocational Courses

The preparatory pre-vocational courses for girls come in the time alotted for the fifth and sixth grades of the elementary school; the girls spending a six months' period on each course. The courses at present offered in this field are as follows:

1. Hand sewing.
2. Weaving.
3. Decorative design.
4. Clay modeling.

In these courses part of the time is given to actual study of the subject in hand, and part to the actual manual work.

In the sewing course the history of sewing is taken up. Much is learned of the making of cloth, threads, silk, needles and in fact the history of all associated subjects.

In the course in weaving the first project taken up is basketry. Reed, raffia and other materials are studied, baskets are made and decorated by the pupils.

The decorative design course covers design work of all kinds such as that applied to book covers, cloth of all kinds, curtains, carpets, wall paper, etc.

The course in clay modeling is an introductory course to the regular vocational course in pottery. Soft wax is used to make the forms; and later in the course other mediums are used.

Pre-Vocational Courses

The pre-vocational courses are taken during the seventh and eighth grades. The courses now given are:

1. Typewriting.
2. Industrial arts.
3. Machine sewing.
4. Playground instruction
5. Household management.
6. General office work.
7. Home nursing.

Typewriting

The typewriting course is given to find out whether the girl is inclined toward this kind of work. It is really the beginning of the office work of the girl.

Industrial Arts

The Industrial arts given at this time is work along the same lines, but more advanced than the preparatory courses in weaving, design and modeling.

Machine Sewing

As the work of the preparatory course in sewing was entirely hand work, the girl is now old enough to use the sewing machine and it is here that this work begins.

Playground Instruction

The pre-vocational course in play-

THE PAINTING CLASS

The many useful articles and playthings made in the Carpenter Shop are stained or painted in this class.

ground work is to acquaint the girl with the nature of a playground instructor's work. Each girl assigned to this course is given a group of children on the playground and under the instruction of the playground director is taught how to handle these groups.

Household Management

In the household management course the girl is assigned to her own Hall. Here she learns the general care of the house from the Matron, mending for the smaller ones, and cooking for large groups. She spends tpra h Pmet:c,.te2nigsiassig HRDL part of the time in the kitchen and actually prepares the food for the different meals under the direction of the assistant who does the cooking in the Hall.

General Office Work

A valuable part of their work is the figuring out with the Matron the amount needed for use in large groups and the keeping of a budget showing the actual cost of food, etc., in the Hall.

Home Nursing

The course in home nursing is required of all pre-vocational girls. This work is given in the hospital under the direction of the head nurse. It includes courses in personal hygiene, cooking for the sick, the care of the sick room, etc.

Girls' Vocational Courses

The regular vocational work begins with the ninth grade. It includes courses in:

Dressmaking and Millinery

The dressmaking and millinery course covers a period of one year. Each girl is required to take this course.

Cooking and Household Management

The cooking and household management course covers a period of one year and is a required course.

Typewriting, Shorthand and Bookkeeping

The general commercial course covers a period of two years and is taken during the eleventh and twelfth years, allowing two other courses to be taken previous to that. This course includes not only the typewriting and shorthand, but a complete course in bookkeeping, runs through the entire two years.

Industrial Arts

The work in Industrial Arts includes a complete course in practical design. This is followed by the application of these designs in various articles used in the home, such as carpets, wall paper, rugs, dishes and different kinds of cloths.

There is also a course given in connection with this work in modelling. Simple wax figures are the starting point, later on developing into pottery of different kinds.

Weaving and book binding are also studied with actual work accomplished along these lines.

Normal Teachers' Course

The Normal teachers' course requires one year and is taken after a girl has received her sixteen credits of Academic work and has been graduated from the High School. The work given in this course will correspond with the work usually taken during the first year at a regular normal school.

Vocational

Girls' Assignments July 1, 1922

Pre-Vocational

Typewriting	6
Sewing	29
Household Management	8
Playground	8
Home Nursing	15
Office Work	2
Industrial Arts	22
Modeling	34
Weaving	25
Designing	34
Teaching	7
	178

Vocational—15 hours per Week

Commercial	8
Sewing	14
Cooking	8
Office Work	2
Industrial Arts	6
Household Management	2
	40

Total Pre-Vocational and Vocational, 218.

SUMMARY OF PRE-VOCATIONAL AND VOCATIONAL ASSIGNMENTS
For Girls
Covering Term of April, May, June, 1922

DEPARTMENT	Pre-Vocational Classes Period 8:20 to 9:50			Pre-Vocational Classes Period 9:50 to 11:50			Vocational Classes Period 1:00 to 4:00		
	Number of Students	Hours per day	Hours per week	Number of Students	Hours per day	Hours per week	Number of Students	Hours per day	Hours per week
Typewriting	..	..	..	6	2	10	..	..	..
Sewing	15	1½	7½	14	2	10	14	3	15
Household Management	.	..	.	8	2	10	2	3	15
Playground	..	..	..	8	2	10	..	..	..
Home Nursing	..	..	..	15	2	10	..	..	..
Office Work	..	..	..	2	2	10	2	3	15
Industrial Arts	..	..	..	22	2	10	6	3	15
Clay Modeling	34	1½	1½	..	..	..	..	..	..
Weaving	25	1½	7½	..	..	..	..	..	..
Designing	34	1½	7½	..	..	..	..	..	..
Teaching	..	..	..	7	2	10	..	..	..
Commercial	..	..	..	..	..	..	8	3	15
Cooking	..	..	..	..	..	..	8	3	15
Totals	108			82			40		

SUMMARY OF PRE-VOCATIONAL AND VOCATIONAL ASSIGNMENTS
For Boys
Covering Term of April, May, June, 1922

DEPARTMENT	Pre-Vocational Classes Period 8:20 to 9:50			Pre-Vocational Classes Period 9:50 to 11:50			Vocational Classes Period 1:00 to 4:00		
	Number of Students	Hours per day	Hours per week	Number of Students	Hours per day	Hours per week		Hours per day	Hours per week
Woodwork	16	1½	7½	..	..	..	7	3	15
Greenhouse	15	1½	7½	4	2	10	1	3	15
Nursery	28	1½	7½	4	2	10	..	..	..
Garden	16	1½	7½	16	2	10	..	..	..
Painting	17	1½	7½	13	2	10	6	3	15
Sheet Metal	15	1½	7½	18	2	10	12	3	15
Concrete	..	..	..	12	2	10	14	3	15
Garage	..	..	..	3	2	10	3	3	15
Bench Machine Shop	..	..	..	10	2	10	..	..	..
Sign Painting	..	..	..	2	2	10	12	3	15
Printing	16	1½	7½	10	2	10	6	3	15
Machine Shop	.. ..	..	..	..	..	..	14	3	15
Agriculture	..	..	..	..	..	..	3	3	15
Drafting	..	..	..	..	..	..	13	3	15
Totals	123			92			91		

Chapter VI

Purchasing and Receiving Department

By HUGO DOEBLER, Assistant Superintendent.
In special charge of Purchases, Sales and Receiving

Hugo Doebler. Accountant. Originator and Deviser of the King-Doebler System of Lodge Records. Past Dictator Grand Lodge of Protection; Past Great North Moose of Mecca Legion No. 11; Member of the Pilgrims' Degree.

FUNCTIONS

This Department has been greatly extended since 1920. Many new duties and responsibilities have been assigned to its head, best indicated by his appointment to the important position of Assistant Superintendent about two years ago. The title of this article signifies to a small extent only the almost unlimited obligations connected with the services of this department, which contracts for almost the entire volume of supplies and materials for Mooseheart, aggregating about $700,000.00 a year.

The functions of this department are divided into the following branches:—

(a). Examination of each and all requisitions for purchase, or delivery from stock, of all kinds of supplies.

(b). Ascertainment of the most profitable sources of supply.

(c). Preparing all orders upon quadruplicates, a system which permits accurate records.

(d). Careful in-check of the purchased articles when received—rejecting of faulty parts and obtaining credit memoranda therefor.

(e). Distribution to the places where used or consumed, clothing, shoes, furniture, linen, rugs, dormitory, dining-room and kitchen equipment, academic and vocational school-supplies, building material, fuel, farm and dairy supplies, live stock, etc.

(f.) Comparing of the invoices with the in-check records and claiming allowance in case of the goods received do not correspond.

(g). Examination of invoices as to cost charged for articles and checking of extensions .

(h). Approval of invoices and submitting them for final verification to the Chairman of the Executive Committee.

(i). Issuing authorization for payments and signing of all checks.

Requirements

We must realize that Mooseheart is now in population equal to a town of fifteen hundred residents and that this large number of people is, by this department, completely provided with each and all articles of food, clothing, housing and equipment for education.

The necessary economy in expending of over one million dollars annually is one of the great tasks of this department, and an explanation of the system of distribution of our purchases, would undoubtedly be welcome to those who are interested in the details of the administration of Mooseheart.

The Department Store

The great variety of articles kept

in this store entitles it to its name, even more than some similar establishments in town and cities. First, there is a complete grocery store and butcher shop, provided with every modern equipment, such as slicing and meat grinding machines, large refrigerators etc., from which the daily supply of food is delivered to the fifty-three units or groups in the various Halls.

(a) Food—Inasmuch as the food consumed by the Mooseheart children is indicated by the daily menu provided weekly by our dietitian, it is necessary that the quantities of the daily supply be carefully rationed, so that there may be no "left-overs" from meal to meal. This is not an altogether easy matter, because of the variety of the respective ages of the children living in each hall; but we have gained by experience and have succeeded in preventing any waste of food by furnishing to each hall not more and not less than they actually need daily. Nevertheless the supply of food to the Mooseheart children is of a wholesome kind and sufficient in quantity, and we have been frequently highly complimented by visitors to Mooseheart on the splendid healthy appearance of the children. Yet the average cost of meals at Mooseheart stands very favorable compared with that of other schools.

(b) Clothing—In the department store is kept a sufficiently large stock

ROOSEVELT MEMORIAL ASSEMBLY HALL

View of southeast corner showing the Souvenir Stand and the front of the Mooseheart Department Store.

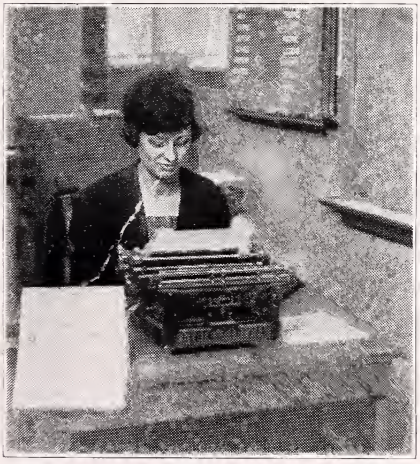
of clothing and shoes for more than eleven hundred boys and girls of all ages, in varieties enabling the children to make their own selections;—yet the art of dress at Mooseheart has remained conservative. While everything is good and substantial, the children have been little concerned by the constant changing of fashions in the outside world. Since our purchases have become so large with the continuous increase in the number of children, we can buy at wholesale prices, in many instances direct from the manufacturer. The close proximity of one of the worlds markets—Chicago—has been of great advantage to use in keeping the cost as low and even lower than that of the middleman.

Articles of clothing of all descriptions are issued to the children upon requisition from their respective matron or proctor, who first satisfy themselves as to the actual need, and do not act merely upon request by the student. These requisitions come to the head of this department after having first been examined by means of a "clothing card" upon which is kept a record which gives exact information as to what articles were issued to him or her from time to time, with particular reference to the period during which the respective article may be worn. If, for instance, a requisition for a cap has been issued to a boy and it is shown that the same boy had a cap given him only a month or two ago, he is summoned to the office and asked to explain;—he is then admonished, in a fatherly manner, to remember in the future the value of things. In some instances, when necessary, demerit marks are given for carelessness in care of clothing, but requisitions are never rejected if the boy or girl needs new clothing, for comfort and health. Each boy and girl is provided with what is known as a "Clothing Book" whereby they are taught to keep constantly in mind what has been issued to them from time to time. At the end of the year tabulations are prepared and the students are told in detail who has been the most saving, and also who has been the most careless.

Each boy and girl always has two

READY FOR SCHOOL ON A RAINY DAY

Somebody will say "Little Red Riding Hood". Thanks to the Loyal Order of Moose, there is no wolf ready to devour these little girls. Their amnle covering is symbolic of the protecting shelter thrown about the children of deceased members by the good brethren of the Order.



STENOGRAPHY AND TYPEWRITING

Most every girl has training in stenographic and typewriting work, for even if she is going to teach school, this is an asset.

pairs of shoes, one in his possession and the other on shelves in the shoe repair shop, which is attached to the department store. When repairing is needed, the worn out shoes are exchanged immediately for the other pair, which is then mended and put back onto the shelf for the next exchange.

(c) Laundry—Bed and table linen and towels are supplied upon the "Flat-Work Plan" from a linen room, which is also a part of the department store; all soiled linen is carefully checked when collected and clean linen is furnished in the corresponding quantities, a system whereby not one piece of the more than forty thousand in constant use is unaccounted for. Personal linen is handled as in all commercial laundries; each boy being supplied with two canvas bags in which he deposits his used articles until they are called for by the laundry on Mondays. Each boy has his individual laundry mark which appears on the laundry bags as well as on his garments, and near the week-end the same articles are returned to him. This teaches the boy to be tidy with his linen and to keep it in repair —he realizes it is his own and not to be shared with other boys.

In all of the halls where the older girls live, home washing is done in the basement laundry, which helps to make their things last longer and makes the girls proficient in one of the sciences of a good and accomplished housekeeper.

(d) Furnishings—The department store also supplies furniture, rugs and curtains, beds and mattresses, china and table ware and all other household utensils. Here also records are kept and nothing new is issued until the worn-out articles are inspected by someone from this department and authorized by the department head.

Engineering and Construction Store

(a) Building Material—As all buildings on Mooseheart grounds, excepting the few which were originally on the farm, have been erected by the Mooseheart Construction Department, it became necessary to maintain a considerable stock of building material of every kind and description, to supply stone masons, brick-layers, carpenters, plumbers, steam and gas fitters, electricians, painters, plasterers, tin smiths, etc.,—including also the supply of equipment used by the various vocational classes. Four large sheds, formerly used by the old farm, were years ago converted into store houses, from which all these articles are issued upon requisition and then charged to the respective buildings, of which a careful record is kept by the accounting department. No material is bought except from the lowest bidder, with due consideration to quality and efficiency in previous services, so that the cost of erecting and maintaining buildings may be as low as possible.

(b) School Home Supplies—The Mooseheart Purchasing, Receiving, and Distributing Department also provides all supplies and equipment for the Academic School and its branches, such as kindergarten, athletics, music, domestic science, etc. It also provides everything used at the Mooseheart Memorial Hospital, and it also purchases everything used on the farm, greenhouse, dairy, and live stock branches. Therefore the statement made at the outset of this article, that almost the entire expenditures of Mooseheart pass through this department may be easily understood by the reader.

Chapter VII

Engineering and Construction

By ROBERT F. HAVLIK, Engineer and Chief of Construction

Robert F. Havlik, Mechanical Engineer; head of Department of Construction and Engineering since 1913; Acting Director of Vocational Shop Trades.

Degree in Mechanical Engineering Lewis Institute, Chicago, Illinois, 1907. Assistant Engineer United States Geological Survey, 1907-1908. Engineer, Ideal Concrete Machinery Company, South Bend, Indiana, 1908-1912. Manufacturer of Concrete Products, Detroit, Michigan, 1912-1914.

Member of Western Society of Engineers, 1915-1922. Member of American Concrete Institute, 1908-1922. Member of Advisory Committee of American Concrete Institute, 1921-1922.

Construction Department

When the work at Mooseheart was first started, it was decided to teach the best paying trades as far as possible. As building trades stand the highest in this respect, it was decided to organize an Engineering and Construction Department, which was placed in charge of Robert F. Havlik, Mechanical Engineer, November 1, 1913. As the Institution grew, others of the better paying shop trades were also added to the curriculum, one by one, under the direction of this department. As a matter of fact, several of the building trades overlap shop trades so that this addition was logical. The construction of new building, remodeling and repairing of old ones, etc., is handled by this department, which also acts in an advisory capacity to the Superintendent and Board of Governors in the housing requirements of Mooseheart.

Buildings

All permanent buildings at Mooseheart are erected of what is known as Mooseheart granite, which consists of concrete block and trimstone made in the Mooseheart Concrete Products Plant. These blocks are all faced with crushed Vermont granite and white cement. The roofs of all buildings are covered with red Spanish roofing tile placed on wood framing. The roofs of the Industrial buildings are reinforced concrete. The floors of practically all permanent buildings, including the attic floor, are of reinforced concrete. In the living and sleeping quarters these floors are covered with a thin terrazzo slab. Mooseheart has attracted nation-wide attention as producing the finest group of concrete buildings made of precast units in this country.

Progress in Construction

During the past year the principal buildings constructed are the five buildings, Nos. 134 to 138, comprising the Pennsylvania Baby Village; New Jersey Hall, Building No. 131; and the Campanile Building, No. 8, which is erected in honor of our beloved Director General, James J. Davis. Other important buildings in course of construction are Indiana and Wisconsin Halls.

Roster of Mooseheart Buildings

1. **Residence of the Secretary.** Purchased with property. A large modern home remodelled from former farmhouse in 1914.
2. **Garage.** Frame, adjacent to Building No.

1. Purchased with property.
3. **Plant Nursery Building.** Frame shed used by garden and plant nursery departments. Purchased with property.
4. **Pansy Cottage.** Frame. Home of Motherty. Frame. Home for Mothers.
5. **Lily Cottage.** Frame. Home for Mothers. Purchased with property.
6. **Aid Hall.** Farm building which has been remodeled several times and is now used as a girls' dormitory.
7. **Old Cow Barn.** This has been largely removed but a wing of it is still used as a store room.
8. **Campanile and Pavilion.** Modern fireproof building. Being erected in honor of James J. Davis.
9. **Opportunity Hall.** Home for aged and infirm Moose. Purchased with property.
10. **Well House.** A small frame building housing pump.
11. **Paraphernalia and Storage Shed.** Purchased with property.
12. **Storehouse No. 4.** Purchased with property.
13. **Horse Barn.** Purchased with property and moved to present location.
14. **Engineering and Construction Storehouse.** Purchased with property.
15. **Implement Shed No. 1.** Purchased with property.
16. **Barn.** Purchased with property.
18. **Barn.** Purchased with property
19. **Chapter Hall.** Modern, fireproof dormitory, erected in 1920.
21. **Administration Building and General Offices.** Formerly known as Loyalty Hall. A modern fireproof building erected in 1914 and remodeled slightly for administration building in 1920.
22. **Residence.** Frame farm house. Purchased with property.
23. **Implement Shed.** Erected 1913.
24. **Power House.** Modern fireproof building erected 1914-15.
25. **Roosevelt Auditorium and Assembly Hall.** Modern fireproof building completed 1919.
26. **Cement Block Factory.** Frame sheds erected 1914.
27. **Post Office.** Concrete block, erected 1913.
28. **Garden Cottage.** Frame building erected 1914.
28½ **Cannery.** Frame, erected 1914.
29. **Purity Hall.** Large modern fireproof dormitory erected 1914.
30. **James J. Davis Residence.** Modern home of granite block erected in 1914.
31. **Storehouse.** Frame, erected 1914.
32. **Lincoln Hall.** Frame dormitory. Purchased 1920.
33. **Frame Sheds.**
34. **Brooder Houses.** Frame.
35. **Grammar School.** Large, modern, fireproof building. Basement erected 1915, completed 1918.
36. **Farm Office.** A granite concrete block building with red tile roof, erected 1914.
37. **Maple Cottage.** Frame building built by Mooseheart students, special diet cottage.
38. **South Legion Hall.** Granite concrete block building, remodelled 1921.
39. **Progress Hall.** Modern fireproof granite concrete block dormitory, erected 1915.
40. **Mooseheart Printery.** Modern fireproof building, erected 1916.
41. **Dairy Barn.** Modern fireproof building erected 1916.
42. **Well House.** Erected 1916.
43. **Concrete Silo.** Erected 1915.
44. **Concrete Silo.** Erected 1918.
45. **Philadelphia Memorial Hospital.** A large modern fireproof hospital, erected in 1920. Gift of Philadelphia Lodge No. 74
46. **Superintendent's Garage.** Granite concrete block building, erected 1919.
47. **Lincoln Hall Garage.** Frame building. Purchased 1920.
48. **Rose Cottage.** Frame building erected by students 1915.
49. **Violet Cottage.** Frame building erected 1919.
50. **Morning Glory Cottage.** Erected by students 1915.
51. **Lincoln Hall Poultry House.** Frame. Purchased 1920.
52. **Honeysuckle Cottage.**
53. **Governors' House.** Used as residence of Superintendent and home of the Governors while at Mooseheart.
54. **Alaska Hall.** Modern fireproof dormitory, completed 1916.
55. **Wisdom Hall.** Modern fireproof dormitory erected in 1916.
56. **Heart View Dormitory.** Frame. Purchased with property.
57. **Industry Hall.** Modern fireproof vocational building. Erected 1916.
58. **South Legion Hall.** Granite concrete block building, remodeled 1921.
59. **Greenhouses.** Two steel and glass buildings each 40x300 feet, erected 1916.
61. **Cement Plant Addition.** Frame. Erected 1920.
62. **Walnut Cottage.** Modern granite concrete bungalow, erected partly by students in 1916.
63. **Elm Cottage.** Modern frame 5-room cottage. Erected 1916.
64. **Water Tower. North Farm.** Steel tower and water tank. Erected 1921.
65. **Elm Cottage Garage.** Frame. Erected by Mooseheart students 1920.
67. **Brooder Houses.**
68. **Esther J. Davies Hall.** Granite concrete block dormitory, fireproof. Erected 1918.
69. **Hose-House.** Frame. Erected 1920.
70. **West Farm Horse Barn.** Frame. Purchased with property.
71. **West Farm Corn Crib.** Frame. Purchased with property.
72. **West Farm Dormitory.** Frame. Purchased with property. Remodeled 1918.
73. **Hope Halls.** Completed 1920. Modern fireproof building.
74. **Temporary Gymnasium.** Tile. Erected 1922.
75. **Industry Hall No. 2.** Erected in 1921. Modern fireproof building.
76. **East Legion Hall.** Modern fireproof dormitory. Erected 1918.
77. **Winter Camp.** Frame. Erected in 1917.
78. **Addition to Power House.** Granite concrete block. Erected 1920.
79. **Rose Cottage Garage.** Frame. Erected in 1919.
Erected 1918.
80. **West Legion Lodge.** Stucco dormitory.
81. **Blacksmith Shop.** Frame. Erected 1918.
82. **New Hog Barn.** Erected 1919. Contains 24 pens.
83. **Mess Hall. Frame.** Erected in 1918 as mess hall for U. S. soldiers.
84. **Laundry Building.** Concrete block building. Erected 1918.
85. **Moose Island Cottage.** Frame. Erected in 1918 by students.
86. **Log Cabin.** (Moose Pioneer Club) Frame. Erected by students in 1919.
87. **Lake Camp.** Frame. Erected in 1919.
88. **Bertha Grant Hall.** Modern fireproof dormitory. Erected in 1919.
89. **Corn Crib.** Frame. Erected in 1921.
90. **Faith Hall.** Modern, stucco dormitory. Erected 1919.
91. **Kate Jones Hall.** Modern stucco dormi-

tory. Erected 1919.
92. **Rochester Hall.** Modern fireproof dormitory. Gift of Rochester, N. Y., Lodge. Erected 1921.
93. **Flower Cottage.** Frame. Erected in 1919.
94. **School Room.** Frame. Erected 1918.
95. **School Room.** Frame. Erected 1918.
96. **School Room.** Frame. Erected 1918.
97. **School Room.** Frame. Erected 1918.
98. **School Room.** Frame. Erected 1918.
99. **Pine Cottage.** Frame. Erected in 1919.
100. **Overlook Hall.** Frame. Erected 1918.
101. **North Legion Hall.** Frame. Erected 1921.
102. **Lilac Cottage.** Frame. Erected in 1918
103. **Practice House.** Frame. Erected in 1918.
104. **Hollyhock Cottage.** Frame. Erected 1918.
105. **Corn Crib and Cattle Shed.** Frame. Erected in 1921.
106. **Cement Plant Modeling Room.** Frame. Erected in 1922.
108. **Lake Camp.** Frame. Erected in 1918.
109. **Lake Camp.** Frame. Erected in 1918.
110. **Lake Camp.** Frame. Erected in 1918.
111. **Lake Camp.** Frame. Erected in 1918.
112. **Lake Camp.** Frame. Erected in 1918.
113. **Riverbank House Tent.**
114. **Lake Hall.** Frame. Erected 1919.
115. **Mooseheart Checkroom.** Frame. Erected in 1919.
116. **Schoolroom.** Frame. Erected in 1919.
117. **Schoolroom.** Frame. Erected in 1919.
118. **Schoolroom.** Frame. Erected in 1919.
119. **Schoolroom.** Frame. Erected in 1919.
120. **Schoolroom.** Frame. Erected in 1919.
121. **Summer Toilets at Entrance.** Frame. Erected in 1919.
122. **Athletic Dressing House.** (Arboretum). House tent. Erected in 1921.
123. **Poultry House.** Erected in 1920.
124. **School Room.** Portable. Erected 1919.
125. **School Room.** Portable. Erected 1919.
126. **School Room.** Portable. Erected 1919.
127. **School Room.** Portable. Erected 1919.
128. **School Room.** Portable. Erected 1919.
131. **New Jersey Hall.** Modern fireproof dormitory. Erected in 1922. Gift of New Jersey Lodges.
134. **Pennsylvania Baby Village Dormitory.**
135. **Pennsylvania Baby Village Dormitory.**
136. **Pennsylvania Baby Village Dormitory.**
137. **Pennsylvania Baby Village Dormitory.**

ENTRANCE TO ROOSEVELT MEMORIAL AUDITORIUM

This hall seats twelve hundred. It is here the student Assembly meets daily. The Convention is also held in this building.

138. **Pennsylvania Baby Village Dormitory.** A very attractive group of five bungalow buildings, especially designed for the exclusive use of babies. Gift of Pennsylvania Lodges. Erected 1921 and 1922.
140. **Farm Dining Hall.** Erected in 1920.

CONSTRUCTION

Steam Heating System

About 4,285 lineal feet of underground heat tunnels and conduit have been built. These contain approximately 19,000 lineal feet of piping. The principal buildings are all heated by means of these underground heating tunnels and conduit known as the Crescent System controlled by W. H. Pearce & Company, Heating Engineers, Chicago. The heat is supplied from a central Power House which is equipped with four water tube boilers having a total capacity of 1,630 H. P.

Sewer Systems

Mooseheart has built separate sanitary and storm sewers in conformity with the latest engineering practice. The wisdom of this is readily seen since the passage of the new Illinois state law which requires all municipalities to treat sewage before it is emptied into the rivers of the state. The storm sewer system has a total length of 12,884 feet of pipe, ranging from 12 inches to 24 inches in diameter; and the sanitary sewer has a total of 15,126 feet of pipe ranging from 8 inches to 15 inches in diameter.

Light and Power

Light and power are furnished by a Crocker-Wheeler, 200 K. V. A. 2,300 volt, 60 cycle, 3 phase generator, driven by a Ball, 4-valve engine. The current is distributed to the various parts of the grounds through underground copper cables, insulated with cambric insulation and covered with a waterproof lead sheath, under a pressure of 2,300 volts. It is stepped down through zone transformers to 110 and 220 volts for lighting and power service. The cables are laid in underground clay conduits. The telephone lines are laid in similar conduits.

There are 19,600 lineal feet of 2, 3, and 4 duct conduit now underground for electric cables and telephone lines. A second generator was installed during 1920 for break-down service. This

A HISTORICAL PLACE

In the beginning this building, Aid Hall, was largely Mooseheart. In it was the headquarters of the Loyal Order of Moose, the Printing Plant, the children and the school. From this one building Mooseheart has grown to its present size. There is now a large administration building, a school house, thirty-four vocational classes, etc.

consists of a Buckeye engine and Westinghouse generator.

Water Works

Water is furnished by two artesian wells, one 16 inches in diameter and 1,840 feet deep and the other 20 inches in diameter and 2,010 feet deep. These are equipped with a 15 inch and 17 inch type of turbine pump respectively, driven by electric motors, and have a combined capacity of one thousand gallons per minute. The water is pumped into a 75,000 gallon tank mounted on a one hundred foot tower. From thence it is fed through 24,000 lineal feet of six and eight inch water pipe to the various parts of the grounds. Fire plugs are so set that two are available for each building in case of fire.

Roads and Sidewalks

Mooseheart has 2,950 square yards of plain concrete pavements and 3,614 square yards of reinforced concrete pavements. There are five and one-sixth miles of gravel and cinder roads. There are nearly two and one-half miles of concrete sidewalks, containing 64,000 square feet.

Chapter VIII

Health Service

By JOHN D. NICHOLS, M. D.

John D. Nichols, M. D., A. B. Butler College, 1890; A. M. 1892; M. D. Medical College of Indiana, 1893; Physician Marion County Poor Farm, 1895; Superintendent Indianapolis City Hospital, 1896; Lecturer Medical College of Indiana, 1895-1907; Supreme Medical Examiner, Knights and Ladies of Honor, 1907-1916; Mooseheart Physician-in-Charge since November, 1918. Member of Kane County, Illinois, State and American Medical Societies. Member Indianapolis Lodge No. 17 and Mooseheart No. 00, L. O. O. M., member Hoosier Heart Legion No. 27, Mooseheart Legion of the World.

Medical Report

The fundamental physical principles in the life of a child are growth and development. Nature has definite rules which must be followed in order that the child may grow and develop into a perfect type of manhood or womanhood. The child is brought into this world through no choice of his own. He is entitled to a future. He has a right to demand that such care be given him as will be conductive at least to a sound well-developed body. His health, vigor, powers of resistance, happiness, and usefulness as a citizen are determined in no small degree by the nature of his care during the first sixteen years of life.

Conditions of Health

Heredity

Heredity is an important factor in the proper development of child-life. Children often come into this world handicapped. The old saying that "The sins of the fathers are visited in the children", holds true. Physical impairments and a predisposition toward certain diseases are inherited by the child. These conditions are beyond the ability of medical power to alter, save that faithful, scientific care, together with the rigid application and observance of the principles necessary for proper child development may develop an adult decidedly superior in all respects to those more fortunate in birth.

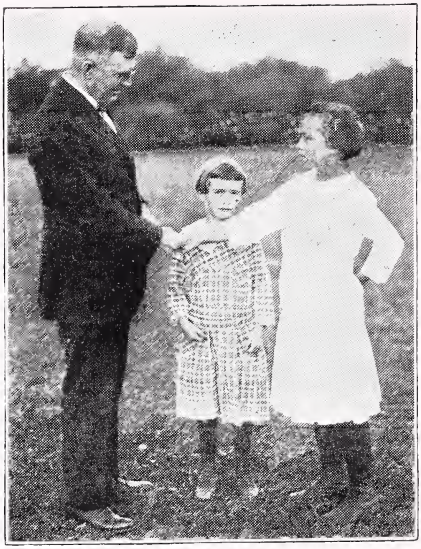
Environment

Environment is one of the essential factors for the proper growth and nutrition of a child. Care must be exercised as to feeding, housing ventilation, cleanliness, and exercise.

When these are properly observed, a child which promised but little at birth from a physical standpoint, is more apt to develop into a strong robust adult.

Feeding

The most important factor in the making of men and women is nutrition. Every day in a childs' life is a day of growth. Proper food must be taken into the body in proper quantities and at proper intervals, and the waste properly eliminated. A child should be fed, not to satisfy its hunger, at any time and with any kind of food. It is all-important that it be fed with a definite purpose,—with a view solely to the physical development of the child. Food products should be well prepared and diversified, containing all those elements which the various structures of the body require. The feedings must be



MANY PROMINENT VISITORS COME TO MOOSEHEART

Mr. Henry Wallace, Secretary of Agriculture of the United States, is greeting two girls from his home state, Iowa. The girls are Mary and Sybil Graham from Sioux City (Ia.) Lodge No. 752.

well balanced and given at regular intervals. Any deviation from these laws impair the growth of the child in proportion to the character and duration of their violation.

Fresh Air

Fresh air is perhaps the most important factor. Ventilation is one of the most difficult features of a child's management. There should be the greatest possible amount of fresh air in the home, and especially in the sleeping quarters at night. Out-door life should be a daily routine as much as possible. Fresh air has now become recognized as the all-important remedy in curing many diseases; and when parents realize the necessity of fresh air to prevent disease, then and not until then will there be the proper ventilation, sunlight and fresh air.

Work and Strain

A well child is naturally good natured and happy. When such is not the condition, something is wrong. Frequently it is too much work and strain. The brain is oft-times overworked at the expense of physical development. The child should not be crowded or pushed in school, in work, or in play. In an overworked child, the appetite and digestive powers are diminished and the capacity for taking and assimilating food are reduced. When too much is expended in school and work without play and relaxation, it cannot go to the building up of a strong normal body.

Mooseheart Health System

Supervision

All the fundamental principles governing the growth, nutrition, and development of child-life as described above are utilized in a practical, scientific way in the rearing of the Mooseheart children. Mooseheart is an institution with its rules and regulations, to whose discipline every child is subjected. Child-life, day after day, is governed by a schedule formulated and maintained by trained workers, and not subject to the whim and inconsistencies of the child. The dormitories are light, airy, and well ventilated. The daily meals in all the halls are the same, prescribed in advance by a trained dietitian whose sole object is to formulate a menu,

STUDENT TEACHER

This shows one of the members of the High School Normal Course at her practice teaching. Her discipline and methods are better than that of many teachers. The student teacher is Mabel Lee from Miami (Okla.) Lodge No. 1479.

CHILDREN FROM THE BABY NURSERY

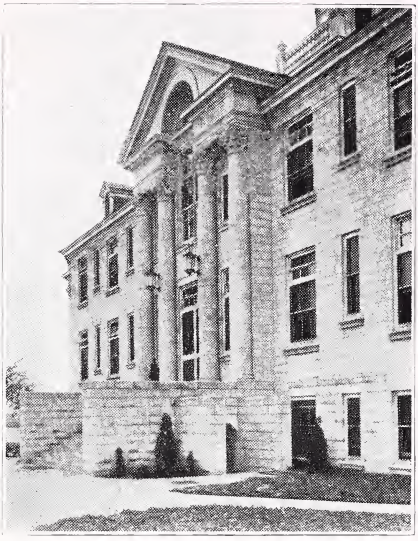
When they went out for a stroll back of their home they did not know they were going to have their picture taken. This is a snap shot, but it was so pretty we decided to put it in the Governors' Year Book.

comprising all the ingredients necessary for the normal development of the child. Eating at irregular intervals and "piecing" between meals are not permitted. There is a time to go to bed and a time to get up. There is a time for study, for work, and for play, each of which is under the supervision and direction of a trained instructor. To make a child happy he should be kept busy; and while the Mooseheart children have time to themselves, when they may do whatever they wish, the main object is to so apportion their time in school, work, and play under the guidance of experienced teachers, so that their moral, social, mental, and physical development may mature into the highest and best type of manhood and womanhood.

Care in Sickness

Notwithstanding the constant care and supervision given the Mooseheart children, they do nevertheless get sick—lots of them. Exuberance of spirits and thoughtlessness belong to childhood. They are careless, indiscrete, and ignorant of the laws governing health. They have sickness which can be prevented only by more mature judgment and experience. Injuries and accidents are common. They are susceptible to digestive disorders, through eating too much or too rapidly. Colds and temperatures develop easily, especially during variable weather conditions. They are susceptible to contagions, infections, and all the diseases peculiar to childhood.

It is the object of the Mooseheart Medical Department to prevent sickness, and where this is impossible, to use every precaution at least to prevent such sickness from becoming dangerous. There is co-operation between the medical department and those having charge of the children in the halls. The proctors and matrons are instructed how to take temperatures and to recognize the first unusual symptom in the child's condition or actions, and to refer that child at once to the Medical Department. The proctors and matrons are instructed not to assume any responsibility whatsoever in the care or treatment of any child, except by direction of the Medical department. A headache, a slight cold, a cough, a temperature of one degree, a refusal to eat, a single act of vomiting, a pimple on the face, or a slight injury or infection, is sufficient cause to notify the Medical Department. On account of the close supervision of the



PHILADELPHIA MEMORIAL HOSPITAL

This wonderful building was the gift of Philadelphia (Pa.) Lodge No. 54. A useful and beautiful building, given in the spirit of brotherhood, for the use of children of deceased members.

health of the children by those having charge of them, the initial symptoms of a sickness in a child are recognized sooner, and the child placed at once under professional care, something that is often recognized too late or postponed too long in many homes.

The Mooseheart Hospital

The Philadelphia Memorial Hospital, erected and equipped by Philadelphia Lodge No. 54 was especially designed to meet the conditions peculiar to Mooseheart. Its general construction exemplifies the most modern ideas concerning the hospital care of children with its modern surgery, four large sunporches, well lighted and ventilated wards, private rooms with connecting baths, for the observation and isolation of certain cases, the diet kitchen, utility rooms and wide corridors. The Dispensary or out-patient department of the hospital is commodiously arranged with its minor surgery, examination rooms, treatment rooms, drug room, and laboratory.

The Mooseheart hospital is not a place of last resort, to which children are taken ofttimes too late, as is the case in practically all municipal and charitable hospitals; but it is rather a preventative hospital,—a hospital where every effort is made to prevent a sickness from becoming serious. Any child unable to attend school or perform his assigned duties becomes automatically and compulsorily a hospital patient; and there he remains until he is again able to resume his full time daily routine. The Mooseheart hospital is becoming noted, not for the small number of children admitted, but rather for the minimum number of serious sicknesses which develop among the comparatively large number of patients admitted; and its extremely low death rate when compared with the death rate of other children's hospitals.

Check Up on Well Children

On account of the children being at Mooseheart continuously from the time of their admission until they reach the age of manhood and womanhood, and being subject to all the rules and discipline of the institution at all times, medical supervision and observation of their growth and development are as complete as is humanly possible. The periodical check-up on all children is only second in importance to the treatment of sick children; and by this check-up physical impairments and retarded development are usually detected in time to overcome their defects.

WALK NEAR ENTRANCE TO MOOSEHEART

The children are periodically given a physical examination, weighed and measured. Their physical impairments are noted and classified. All children are subjected to immunization against certain contagions, and tests to ascertain predispositions. Vaccination against small pox and immunizing against diphtheria with toxin-antitoxin is a part of routine medical work. The Wassermann and tuberculin tests are given to all; and whenever a child is found susceptible to tuberculosis, or is undernourished and anaemic or is a member of a tubercular family, or has a doubtful personal history, he is placed in the open air houses and given the most nourishing diet to increase his resistance. A complete record is kept of the contagious diseases each child has had so that when a contagious disease does develop, the susceptibles and non-susceptibles are known, and the epidemic thereby controlled as far as possible. To assist in keeping the children well, a complete card file history is kept of every child, with his family and personal history before admission to Mooseheart; and thereafter a record of every sickness, injury, examination, and service rendered him by the medical department.

Medical Organization

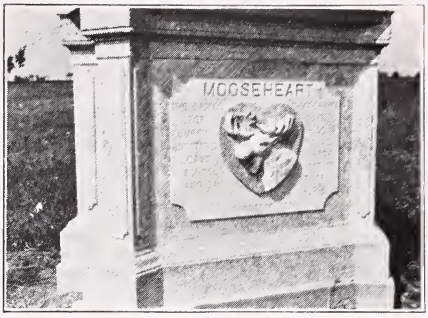
Medical Staff

The Medical Staff consists of a resident physician; a head nurse who is supervisor of the hospital nurses, and pre-vocational course; graduate nurses in charge of the dispensary, and hospital floors or wards; with a sufficient number of practical or assistant nurses to properly care for the fluctuating number of children requiring medical attention. The residence staff is supplemented by a consulting staff of physicians and surgeons, composed of leading specialists of Chicago and vicinity.

Home Nursing Course

The future efficiency of the Mooseheart girls is not forgotten and Home Nursing is one of the important prevocational courses taught. All girls in the seventh and eighth grade are required to take this course which is taught two hours each school day during a three months' term.

The course consists of didactic and demonstration work in the hospital,



CORNERSTONE AT MOOSEHEART

after which the girls are taken into the junior wards and diet kitchen for practical work. They are taught the taking of temperatures, care of bed-patients, feeding, bathing and proper care of infants, bandaging, preparation of food for the sick and the most attractive ways of serving it. Care of the sick room is demonstrated and lessons in personal hygiene taught.

Submitted herewith is a summarized report of the Medical Department from July 1, 1921, to June 30, 1922 inclusive.

Statistics

Hospital

Patients in hospital on July 1, 1921..	29
Number admitted during July 1, '21 to July 1, '22	2306
Number in hospital July 1, 1922.....	12

Dispensary

Consultation, treatments & visits	16547
No. of shots of toxin-antitoxin.....	531
Physical examinations	177
Small poz vaccinations	155
Heights & weights	13,78

Laboratory

Urine analysis	1167
Von Birquet	298
Wassermanns	53
Seriological	2

Contagious Diseases

Scarlet fever	3
Diptheria	2
Mumps	5
Chicken Pox	41
Pneumonia	11

Operations

Appendix	8
Hydrocele	1
Hernia	1
Ventral Hernia	1
Tonsillectomy	39
Fractures	32
Circumcisions	1
Enucleation of cyst	1
Cut tendons in hand	1
Removal of tumors	2
Ankylosis of finger joint	1
Ingrowing toe nails	2
X-Ray	32

Dental Report

By Chas. L. Daniels, D. D. S.

Methods

The progressive dental policy inaugurated in 1920 has been maintained and developed until there has been a marked increase in the healthy condition of the childrens' mouths. You will note in the table of operations that there were only eighteen cases of Gingivitis during the year, while in 1920 there were 59 cases, a very marked improvement.

Much attention is being given to the babies; they grow up with the Dentist. They make the acquaintance of the Dentist as soon as they have teeth. In a very short time you can perform such operations as are necessary and they will cause no trouble. In fact they look upon dental service as necessary to their happiness and well being. Dental service at Mooseheart is never shunned. Popularizing dental service to the extent that it is desired and sought after, is the result, not alone of the efforts of the Dental Surgeon, but of the Superintendent, Physicians, Nurses, Matrons and Proctors. All Mooseheart employees, especially the teaching Staff are responsible to a great extent; without their co-operation I should be seriously handicapped.

The most receptive time in a person's life is childhood, that is the time to instruct them how to care for their bodies. Explain to them that the first thing noticeable about a person is their teeth, whether good or bad. Tell the children the benefits derived from having good healthy teeth and mouth, never hang crepe on a child's mind; radiate sunshine.

Year's Work

The work in Orthodontia has been developed until at present I am using nearly two days each week for those cases. The twenty-five cases I have treated and am now treating would cost $400 each if they were to go to a Specialist and pay for the work. You might ask, do those boys and girls appreciate this work? The answer is—Yes. They willingly make a sacrifice in order to have the work done. No service is rendered that makes as much improvement in facial appearance as does the Orthodontia service. Normal articulation of the teeth makes better mastication of food, hence better health and more happiness.

During the year 1920 I found a Mooseheart boy whose health was much below normal because of several diseased teeth and a very bad case of mal-occlusion. I cleaned up the diseased parts, began regulating his teeth and now he is very active in athletics and his work in school has materially improved.

Where diseased teeth have to be removed they are replaced with bridgework. The removable type of bridge is given preference where possible to be used; it can be removed and cleaned after each meal which makes it more sanitary.

Dental Prophylaxis (preventative dentistry) is being worked out very successfully. Frequent dining with the children and, after they are through eating, a five minute talk and demonstration of the proper use of the tooth brush and tooth paste, have been found very practical and profitable.

Statistics

Following is a table showing the operations performed during the year 1921.

Appointments kept	4229
Amalgam fillings	294
Cement fillings	266
Treatments	2741
Scaling and cleaning	950
Extractions (permanent teeth)	25
Extractions (deciduous teeth)	47
Gold fillings	6
Gold crowns	15
Porcelain crowns	56
Synthetic fillings	57
Bridges	7
Repair bridges	10
Crowns reset	9
Abscesses	28
Orthodontia cases	25
Gingivitis cases	18
Vincents Angina cases	2
Stomatitis cases	86
Teeth devitalized	29
Pups extirpated	34
Roots filled	33
Plates, disabled and infirmed old men	6

Chapter IX

The Mooseheart Press

By ERNEST M. OSWALT, Manager Printing and Publishing Dept.

Ernest M. Oswalt, head of Department of Printing; joined Anderson Lodge No. 1, 1907; Past Dictator, 1908; Mecca Legion No. 11, April, 1917; Winona Technical Institute, Indianapolis, Ind., 1907; Secretary-Treasurer Oswalt Printing and Paper Box Company, Anderson, Indiana, 1907-1914; Supreme Organizer Woman's Loyal Moose Circle, 1911-1914.

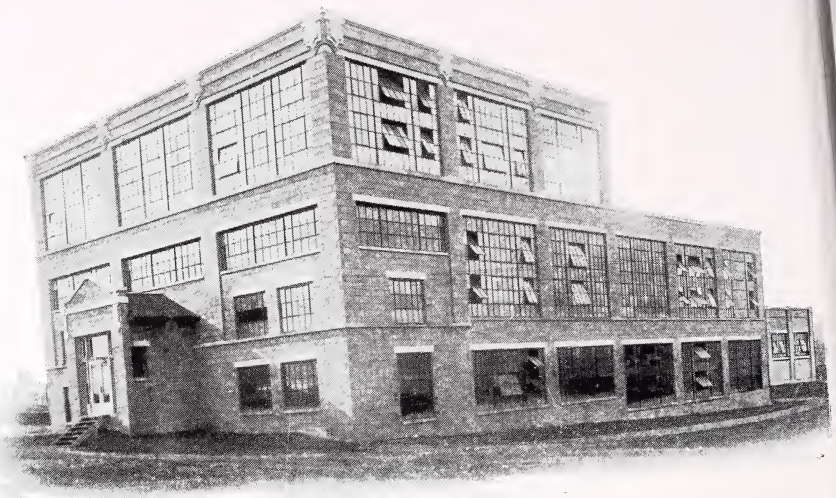
The printing department at Mooseheart has had a busy year. Sixty-eight regular employees besides many extra ones at rush times have kept the wheels of this department buzzing. For details of work produced in this magnificent plant for the past year the financial statement on other pages of this Governors' Report should be read.

Nothing in the way of new equipment has been purchased during the past twelve months, and considering industrial conditions of the country during this period the Order's demand for printing has been equal to other more prosperous years.

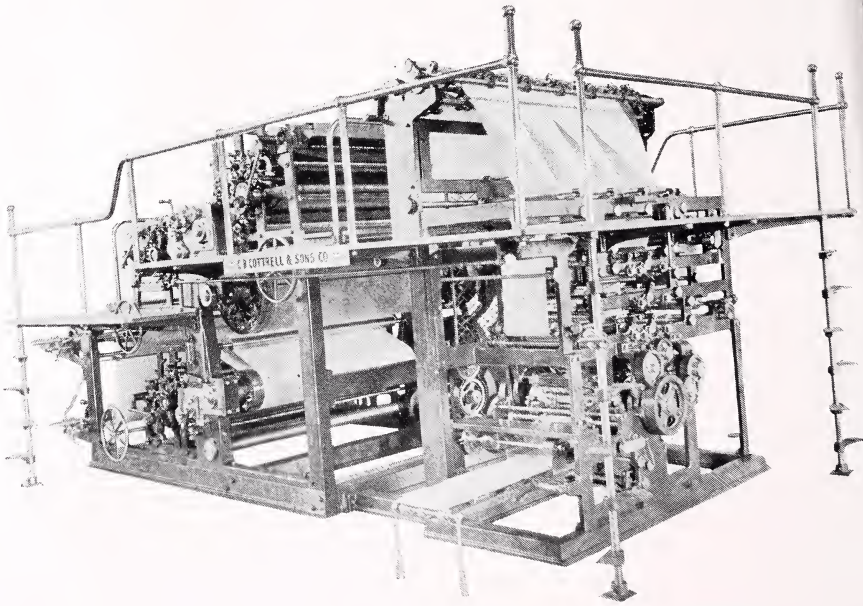
One of the main products of the Printing department is the mechanical parts of the "Mooseheart Magazine". That alone is a big task for any one plant. This job as a nucleus, together with the publication of miscellaneous forms which are supplied the Supreme Lodge Supply Department by the Press, allows the department to employ a thoroughly organized staff of workmen who are capable of handling a large amount of work in a short time, and aid in showing a good balance on the right side of the book.

The Loyal Order of Moose did not enter into the printing business with an idea of making money. The chief interest was to inaugurate at Mooseheart, industrial plants which would give vocational training to the children.

In addition, it is expected that boys and girls will be educated to the various trades allied in the printing business.



THE PRINTING BUILDING



THE PRESS UPON WHICH THE MOOSEHEART MAGAZINE IS PRINTED

Chapter X
Auditor's Report

Wm. E. Mason, Jr., & Company

Certified Public Accountants

Chicago, Illinois

July 22, 1922.

The Board of Mooseheart Governors,
Mooseheart, Illinois,
Dear Sirs:

Agreeably with your instructions, we have made the Annual Audit of your Books, Accounts and Vouchers, for the fiscal year ending April 30, 1922, and herewith submit the various Financial Exhibits and Schedules which reflect the results of this examination, an index to which you will find on page .....

Together with the exhibits pertaining to Mooseheart finances, there is also submitted in Exhibit C a Consolidated Balance Sheet as at April 30, 1922, which combines therein all resources of all Moose bodies or Moose activities. You will note from this statement a Net Worth of the Order as a unified whole, amounting to $19,630,068.71, an increase over last year of $1,451,419.51. Of this increase in Net Worth, $263,200.61 is occasioned through the operations of Mooseheart. The Consolidated Balance Sheet is, of course, of special importance, because of the close relationship existing between all Moose bodies, and because of the fact that Mooseheart is, to so great an extent, a beneficiary in the growth and development of the Loyal and Junior Lodges, the Legions and Chapters, Endowment and Trust Funds, etc.

For your reference, on matters pertaining to the Consolidated Statement of Finances, the following is submitted:

Net Worth Increases for Year Ended April 30, 1922

Mooseheart Governors	$ 263,200.61
Supreme Lodge	68 936.47
Loyal and Junior Lodges	898,450.31
Mooseheart Legion	83,655.60
Legions and Chapters	89,776.99
Trust Funds in hands of Trustees	47,399.53
Total Increases	$1,451,419.51

The above increase of $263,200.61 in the Net Worth or Surplus Accounts of Mooseheart Governors, is made up as follows:

General Fund Increase		$ 129,488.89
Building Fund Increase:		
In Amounts Received	$71,465.89	
In Amounts Pledged	62,063.57	
Other Special Funds Increase	182.26	133,711.72
Total Increases		$ 263,200.61

Comparing the present condition of Mooseheart Governors with that of a year ago, it is to be noted that you have added to the Property Accounts of Buildings, Equipment, etc., an amount of $223,310.91, and that you have retired the final series of Mortgage encumbrances, amounting to $100,000.00.

You will, we believe, find the accompanying financial statements self-explanatory. They embody the usual Balance Sheet summaries, with supporting Schedules showing the details of the various items thereof, together with the general statement of Operations, which is also amplified by detailed summaries of the Operations of all the various Departments of Mooseheart.

As your Auditors, we are again pleased to report to you that we found your Books and Accounts to have been well kept, with proper vouchers and records on file supporting all transactions. The various cash and security balances have been verified, together with interest revenues thereon, and in all respects the audit disclosed a highly satisfactory condition of the Accounts.

CERTIFICATE OF AUDIT

Having examined the Books, Accounts and Vouchers of the Mooseheart Governors, for the fiscal year ended April 30, 1922, and having found these Records to have been well and correctly kept, we hereby certify that the accompanying Financial Exhibits and Schedules are in accordance with the Books and Accounts, and are to the best of our knowledge and belief, correct.

Thanking you for the courtesies extended us during our engagement, we are,

Very respectfully yours,
WM. E. MASON, JR. & COMPANY,
By Wm. E. Mason, Jr., C. P. A.

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EXHIBIT A: Mooseheart Governors' Income, and Outgo for year ending April 30th, 1922, showing: (1) Outside Income, (2) Income arising from Departmental transfers, and (3) Outgo, classified as to Department of Expense incurred, with resulting Net Income.... 126

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Exhibit A

Mooseheart Governors Statement of Income and Outgo (May 1st, 1921, to April 30th, 1922)

INCOME

Income from Outside Sources:		
Contributions from Lodges, per capita		$ 815,416.03
Contributions from Lodges, Permanent Building Fund, to September 30, 1921		220,220.02
Donations:		
Public Work Line	$ 639.14	
Entertainment and Amusement	1,354.32	
Christmas Fund	3 805.40	
Total Donations		5,798.86
Pay Students		1,240.50
Interest Earned on Deposits		1,476.78
Shipping and Receiving		719.96
Farm Dept.: Crops, Hogs, Beef-Dairy Cattle, Poultry and Horses.		6,649.11
Mooseheart Press		210,968.18
Nursery, Greenhouses, Garden, Cannery		12,731.12
Rentals		1,508.04
Public Dining Room		13,256.69
Home Dept.: Laundry, Sewing Room, Cobbler		941.62
Vocational School Classes		1,576.20
Mooseheart Department Store		6 680.71
Engineering and Construction Store		1,610.34
Power Plant		150,08
Cement Plant		51.03
Garage		1,563.89
Candy, Cigars and Souvenirs		3,681.52
Photo Department		246.31
Vocational Training for Wounded Soldiers		65,781.40
Ice Plant		320.38
Total from Outside Sources		$1,372,688.77

Income from Departmental Sources:

Farm Department: Crops, Hogs, Beef-Dairy Cattle, Poultry and Horses	$ 88,975.87	
Mooseheart Press	7,671.03	
Nursery, Greenhouse, Garden, Cannery	5,497.23	
Public Dining Room	16,563.56	
Home Department: Laundry, Sewing Room, Cobbler	14,867.75	
Vocational School Classes	18,620.23	
Department Store	267,445.48	
Engineering and Construction Store	62,668.60	
Power Plant	115,029.15	
Cement Plant	16,124.21	
Garage	8,999.91	
Employes' Dormitory	608.36	
Photo Department	9.15	
Vocational Training for Wounded Soldiers	35,427.21	
Ice Plant	6,525.46	
Total from Departmental Sources	$ 665,033.20	
Total from Outside Sources		$1,372,688.77
Total from Departmental Sources		665,033.20
Total from Outside and Departmental Sources		$2,037,721.97

OUTGO

Home Dept.: Accounts for Support of Children (Schedule 10)	$ 643,363.44
Academic School Accounts (Schedule 11)	109,573.98
Vocational School Accounts (Schedule 11)	75,588.35
Farm Dept.: Crops, Hogs, Beef-Dairy Cattle, Poultry and Horses (Schedule 12)	109,723.48
Mooseheart Press (Schedule 13)	203,683.86
Nursery, Greenhouses, Garden, Cannery (Schedule 14)	16,664.73
Mooseheart Department Store (Schedule 15)	274,126.23
Power Plant (Schedule 16)	114,812.91
Engineering and Construction Store (Schedule 17)	64,972.36
Construction Department (Schedule 18)	9,252.27
Administration Department (Schedule 19)	110,749.22
Public Dining Room (Schedule 20)	29,455.90
Cement Plant (Schedule 21)	15,275.90
Park Grounds (Schedule 22)	25,675.95
Garage (Schedule 23)	10,293.62
Vocational Training for Wounded Soldiers (Schedule 24)	63,684.06
Mooseheart Weekly (Schedule 25)	1,319.86
Ice Plant (Schedule 26)	8,923.94
Shipping and Receiving	4,439.53
Candy, Cigars and Souvenirs	3,426.16
Sewer Repairs	293.89
Watchman	2,209.98
Photo Department	680.16
Employes' Dormitories	806.86
Fire Loss	2,009.53
Moving Buildings	216.58
Soda and Ice Cream	115.63
	$1,901,328.38
Deduct Cash Discount	68.17
	$1,901,270.21
Deduct Departmental Income which is equal to Departmental Outgo	665,033.20
Total Outgo for Outside Sources	$1,236,237.01

Gain for Twelve Months:

Income from Outside Sources	$1,372,688.77
Outgo for Outside Sources	1,236,237.01
Gain for Twelve Months*	$ 136,451.76

*For financial year net gain carried to Capital Accounts.

Exhi
Mooseheart Governors
April

ASSETS

Current Assets:		
Cash in Banks and on Hand		$ 26 481.05
Accounts Receivable		88,825.77
Due on Buildings (Schedule 9)		160,504.79
Inventories:		
Mooseheart Department Store	$ 81,010.92	
Mooseheart Engineering and Construction Store	134,461.69	
Miscellaneous Inventories (Schedule 8)	126,186.43	341.659.04
		$ 625,970.65
Deferred Charges:		
Unexpired Insurance		40,708.58
Special Assets:		
Thrift Stamps (Press Investments)	$ 212 88	
Liberty Bonds (Scholarship Fund)	550.00	
Liberty Bonds and War Savings Stamps (Bldg. Fund.)	1 605.25	
Railway Ticket Books	542.19	2,910.32
Property Accounts:		
Real Estate	$ 236,993.73	
Buildings and Improvements (Schedule 1)	2,569,934.90	
Farm Live Stock and Equipment (Schedule 2)	60,749.11	
Press Machinery and Equipment (Schedule 3)	95,623.70	
Nursery, Greenhouses, Garden, Cannery (Schedule 4)	4,665.32	
Home Furnishings and Equipment (Schedule 5)	232,508.45	
Educational Furnishings and Equipment (Schedule 6)	92,042.93	
Miscellaneous Tools and Equipment (Schedule 7)	90,240.11	
Total Property Accounts		3,382,758.25
		$4,052,347.80

bit B
Balance Sheet
30th, 1922

LIABILITIES

Current Liabilities:

Notes Payable		$ 236,154.98	
Accounts Payable		104,210.59	
Students' Savings Fund		6,449.93	
Tool Check Deposits		84.75	$ 346,900.25
Funded and Deferred Liabilities:			
Mooseheart Debentures		$ 290,600.00	
Accrued Interest		182.51	290,782.51
Reserve:			
Depreciation on Furnishings and Equipment			193,857.49
Surplus:			
Special Funds			
Foley Greenhouse	$ 1,000.00		
M. M. Garland	500.00		
Scholarship Fund	822.26	$ 2,322.26	
Building Funds			
Balance May 1, 1921	$ 467,769.15		
Received this Year	71,465.89		
Balance due (Schedule 9)	169,504.79		
		708,739.83	
General Fund			
Balance May 1, 1921	$2,280,256.66		
Deduct adjustments	6,962.87		
	$2,373,293.79		
Add Gain for 12 Months	136,451.76		
		2,509,745.55	
Surplus, All Funds			3,220,807.64
			$4,052,347.89

Exhi
Consolidated Balance
Loyal Order

ASSETS

Current Assets:		
Cash:		
Supreme Lodge	$ 85,254.37	
Loyal and Junior Lodges	2,449,945.77	
Board of Regents, Mooseheart Legion	26,304.83	
Legions and Chapters	253,421.37	
Mooseheart Governors	26,481.05	$ 2,841,407.39
Liberty Bonds, Municipal, State and Other Investment Bonds, and Cash in Savings Funds, etc.:		
Supreme Lodge	$ 79,880.00	
Loyal and Junior Lodges	2,871,598.05	
Legions and Chapters	100,165.40	
Mooseheart Governors, Special Assets	2,910.32	
Board of Regents, Mooseheart Legion	75,800.00	
Cash and Investments in hands of Trustee, Special Funds	127,211.68	3 257,565.45
Accounts and Notes Receivable:		
Supreme Lodge	$ 67,621.67	
Mooseheart Legion	7,924.09	
Mooseheart Governors	88,325.77	
Mooseheart Governors, State Building Funds pending	169,504.79	
	$ 333,376.32	
Less—Accounts between Departments (See contra Accounts Payable)	82,029.63	251,346.69
Current Inventories: Merchandise, Farm Stock, Supplies, etc.:		
Supreme Lodge	$ 55,133.08	
Mooseheart Legion	18,774.33	
Mooseheart Governors	341,659.04	415,566.45
Deferred Charges, Unexpired Insurance:		
Mooseheart Governors		40,708.58
TOTAL CURRENT ASSETS		$ 6,806,594.56
Fixed Assets:		
Real Estate, Buildings, Machinery, Furniture, Fixtures, Equipment, etc.:		
Supreme Lodge	$ 34,293.55	
Lodges	14,933,823.52	
Mooseheart Legion	2,566.40	
Legions and Chapters	80,623.03	
Mooseheart Governors	3,382,758.25	
TOTAL FIXED ASSETS		18,434,064.75
		$25,240,659.31

NOTE: In the Consolidated Balance Sheet, the Supreme Lodge Fixed Assets are reduced $90,000.00 and also its General Fund Surplus, due to the fact that this item, representing the Administration Building Account, also appears in the property accounts of the Mooseheart Governors. In like manner, donated investments totaling $77,919.00 of the Mooseheart Legion, are not shown under Legion properties but are included in the Mooseheart Governors' Assets.

bit C
Sheet as at April 30th, 1922
of Moose

LIABILITIES

Current Liabilities:			
Supreme Lodge		$ 13,552.67	
Lodges		4,787,936.67	
Mooseheart Legion		5,948.07	
Legions and Chapters		34,844.06	
Mooseheart Governors		346,900.25	
		$5,189,181.72	
Less—Accounts between Departments (See contra, Accounts Receivable)		82,029.63	
TOTAL CURRENT LIABILITIES			$ 5,107,152.09
Funded and Deferred Liabilities:			
Mooseheart Governors			290,782.51
Reserves:			
Supreme Lodge		$ 17,701.78	
Mooseheart Legion		1,096.82	
Mooseheart Governors		193,857.40	
TOTAL RESERVES			212,656.00
Surplus:			
Supreme Lodge:			
Special Funds	$ 71,905.22		
General Fund	219,023.00	$ 290,928.22	
Loyal and Junior Lodges		15,467,430.67	
Mooseheart Legion:			
Special Funds	$ 104,820.60		
General Fund	19,504.16	124,324.76	
Legions and Chapters		399,365.74	
Mooseheart Governors:			
Special Funds	$ 2,322.26		
Building Funds:			
Donated to Date	539,235.04		
Donations Pending	169,504.79		
	$ 711,062.09		
General Fund	2,509,745.55	3,220,807.64	
Trust Funds in Hands of Trustee		127,211.68	
TOTAL SURPLUS			19,630,068.71
			$25,240,659.37

NOTE: The Account of Funded and Deferred Liabilities of $290,782.51 is made up of Mooseheart Debentures practically all of which are held by Lodges and are so included among the Current Assets. Of the current liabilities of the Mooseheart Governors, notes payable, to the amount of $85,000.00, are included therein, which are held as investments by the Trustee of the Endowment Fund. Further, there is included in the Lodge Liabilities of $4,787,936.67. liabilities on Lodge Home purchases, which are financed in some instances by Mortgage Bonds. and in many instances by Certificates of Indebtedness held by Members of the Order which are redeemed when surplus funds are available for such purpose.

Schedule 1.
BUILDINGS AND IMPROVEMENTS

Buildings	$1,962,691.25
Power Plant Equipment	138,628.05
Central Heating System	168,241.74
Electrical Transmission System	27,882.25
Water Works System	79,904.09
Sewer System	57,148.09
Park System	121,432.83
Railroad Siding	8,103.35
Temporary Steam Lines	3,331.97
Underground Gas System	1,902.09
Orchard	669.19
	$2,569,934.90

Schedule 2.
FARM, LIVE STOCK AND EQUIPMENT

Live Stock:		
Dairy Cattle	$ 21,080.00	
Beef Cattle	.00	
Swine	2,721.20	
Poultry	1,772.00	
Horses	7,060.00	
Sheep	.00	$ 32,633.20
Tools and Equipment:		
Dairy Equipment	$ 5,189.02	
Horse Equipment	435.99	
Wagons and Harne ses	3,455.08	
Poultry Equipment	2,314.48	
Swine Equipment	1,192.11	
Beef Equipment	26.49	
Office Furniture and Fixtures	636.00	
Machinery	8,860.22	
Blacksmith	647.70	
Ice	75.47	
Library	516.15	
Fence	433.05	
Orchard	49.75	
Duck Pond	126.87	
Dining Hall	2,468.71	
Miscellaneous	1,688.82	28,115.91
		$ 60,749.11

Schedule 3.
PRESS MACHINERY AND EQUIPMENT

Machinery and Equipment	$ 85,168.93	
Type	4,847.15	
Furniture and Fixtures	5,607.62	$ 95,623.70

Schedule 4.
NURSERIES, GREENHOUSES, GARDENS AND CANNERY EQUIPMENT

Nurseries	$ 2 530.26	
Greenhouses	1,070.52	
Garden	361.29	
Cannery	703.25	$ 4,665.32

Schedule 5.
HOME FURNISHINGS AND EQUIPMENT

Furnishings	$ 70,807.34
Furniture and Fixtures	77,120.42
Laundry Equipment	20,727.71
Fire Apparatus	4,652.88
Hospital and Medical Equipment	10,838.81
Custodian Equipment	456.93
Library	2,508.36
Entertainment Equipment	393.99
Crockery and Glassware	7,531.58
Kitchen Utensils and Equipment	14,026.21
Silverware	2,181.06
Screens	4,507.60
Miscellaneous	3,338.20
Demerit Line	218.92
Sunday School	1,625.67
Roosevelt Auditorium	8,484.71
Barber	241.10

Cobbler	1,812.54	
Tailor	81.23	
Sewing Room	575.76	
Books	94.00	
Tents	245.00	
Locksmith and Carpenter	38.43	$232,508.45

Schedule 6.
EDUCATIONAL FURNISHINGS AND EQUIPMENT

Vocational School Equipment:		
Machine Class	$ 17,729.03	
Millwork Class	5,462.28	
Carpenter Class	10,466.88	
Printing Class	3,460.40	
Drafting Class	2,999.24	
Painting Class	2,045.41	
Cement Class	1,529.64	
Electrical Class	1,110.90	
Farm Class	561.78	
Sheet Metal Class	2,367.09	
Dietitian Class	470.84	
Sewing Class	333.23	
Shorthand and Typewriting Class	104.25	
Power Plant Class	32.40	
Nursery Class	10.90	
Art Class	160.00	
Music Class	13,156.51	$ 62,000.78
Academic School Equipment:		
Furniture and Fixtures	$ 12,833.07	
Furnishings	517.48	
Books	7,989.16	
Chemistry	1,132.45	
Military Drill	2,709.39	
Reference Library and Maps	1,600.30	
Athletic Equipment	713.83	
Miscellaneous	1,867.95	
Kindergarten	678.52	30,042.15
		$ 92,042.93

Schedule 7.
MISCELLANEOUS TOOLS AND EQUIPMENT

Laboring Tools	$ 3,875.75	
Concrete Working Tools	1,020.48	
Steamfitting Tools	850.64	
Mason Tools	1,227.55	
Tinning Tools	170.68	
Plastering Tools	121.25	
Plumbing Tools	488.48	
Painting Tools	81.05	
Carpenter Tools	721.83	
Electrician Tools	92.79	
Engineering Instruments	606.64	
Maps and Surveys	3,319.12	
Plans	2,222.90	
Office Equipment	474.39	
Road Machinery	375.10	$ 15,648.65
Administration		29,143.57
Public Dining Room		10,292.11
Department Store		4,315.95
Cement Plant		14,791.98
Garage		8,190.00
Ice Plant		7,857.85
		$ 90,240.11

Schedule 8.
INVENTORY OF MISCELLANEOUS SUPPLIES

Farm:		
Crops	$ 3,472.20	
Live Stock Supplies	5,070.10	
Miscellaneous Supplies	1,390.20	$ 9,932.50
Press:		
Stock	$ 11,599.15	
Ink	1,227.05	
Work in Process	11,925.00	
Souvenir Books	3,080.00	
Stationery Supplies	165.00	

Mailing Lists	3,602.91	31,599.11
Nurseries, Greenhouses, Gardens and Cannery		17,704.35
Home:		
Cobbler	$ 241.00	
Dalley Storehouse	130.00	
Barber Shop	21.00	
Fire Apparatus	28.00	
Sewing Room	1,127.00	
Auditorium	10.00	
Fuel	310.00	
Food	542.51	
Stationery and Supplies	225.00	
Tailor Shop	14.00	
Students' Bank	60.00	
Janitor and Sundry	367.79	
Dental	550.00	
Hospital and Medicines	891.20	
Laundry	640.00	5,157.50
Educational:		
Vocational School	$ 5,777.04	
Academic School	817.00	6,594.04
Cement Plant:		
Cement Blocks	$ 3,000.00	
Manufacturing Supplies	4,046.00	7,046.00
Power Plant:		
Coal	$ 31,900.00	
Other Supplies	2,719.93	34,619.93
Miscellaneous:		
Soldiers' Training	$ 10,500.00	
Department Store	82.00	
Administration	865.00	
E. & C. Store	85.00	
Photo Supplies	205.00	
Public Dining Room	73.00	
Cigars, Candy and Souvenirs	970.00	
Construction	148.00	
Garage	279.00	
Ice Plant	30.00	
Employees' Dormitory	26.00	
Mooseheart Weekly	185.00	
Park Grounds	85.00	13,533.00
Total Miscellaneous Supplies		$126,186.43

Schedule 9.

ADVANCES BY MOOSEHEART FOR BUILDINGS IN PROGRESS

Name of Building		Cost to April 30, '22	Amount Received	Balance Due
Campanile		$ 43,236.01	$ 16,522.57	$ 26,713.44
Rochester		28,827.53	10,000.00	18,827.53
Indiana	$ 17,964.04			
Steam Tunnel	2,441.10	20,405.14	14,687.80	5,717.34
West Virginia	$ 14,502.48			
Steam Tunnel	2,441.10	16,943.58	13,915.81	3,027.77
New Jersey	$ 20,586.17			
Steam Tunnel	2,441.11	23,027.28	22,000.00	1,027.28
Michigan	$ 13,973.36			
Steam Tunnel	2,441.11	16,414.47	5,201.55	11,212.92
Wisconsin	$ 14,884.35			
Steam Tunnel	2,441.10	17,325.45	15,099.65	2,225.80
Pennsylvania Baby Village	$160,225.58			
Steam Tunnel	12,205.51	172,431.09	84,737.59	87,693.50
Not Assigned	$ 10,618.10			
Steam Tunnel	2,441.11	13,059.21		13,059.21
		$351,669.76	$182,164.97	$169,504.79

Schedule 10
HOME SERVICE DEPARTMENT

Food	$189,192.99

Labor:		
Matron and Proctor	$ 59,568 68	
Laundry	29,788.30	
Student	3 240.49	
Cook	11,723.64	
Janitor	7,081.93	
Hospital	8,103.33	
Student Post Office	369.38	
Assembly	248.10	
Dietitian	1,137.50	
Auto Service	2,419.54	
Tailor	1,526.40	
Sewing	4,177.22	
Cobbler	7,556.60	
Barber	3,063.58	
Student Bank	912.50	
Camp Fire Girls	320.00	
Boy Scouts	270.00	
Library	1,060.00	
Freight and Cartage	4,883.16	147,450.35
Professional, viz.:		
Physician and Surgeon	$ 6,261.00	
Nurse	14,169.90	
Dentist	3,773.87	
Optician	2,224.75	
Sunday School	1,212.55	
Case Worker	3,409.07	31,051.14
Supplies and Expenses:		
Light, Heat and Water	$ 56,254.11	
Auto	748.75	
Cobbler	3,782.40	
Children's Carfare and Expense	1,733.77	
Laundry	16 852.27	
Sewing	2,715.53	
Students' Bank	53.63	
Medical	3,320.47	
Entertainment and Amusement	3,184.15	
Janitor	2,782.32	
Christmas	4,711.80	
Tailor	151.19	
Barber	527.11	
Camp Fire Girls	2,360.46	
Boy Scouts	73.37	
Sunday School	1,717.69	
Library	76.32	
Hospital	9,650.15	
Stationery and Supplies	416.73	
Flowers	627.43	
Freight and Cartage	512.77	
Papers and Magazines	629.31	
Telephone and Telegraph	858.90	
Student Board	6,523.59	
Summer Camp	1,432.91	
Garden Plots	67.54	
Funeral	1,202.09	
Cemetery	257.22	
Fire Expense	1,012.98	
Star Cards	1,122.12	
Auditorium	11,687.71	
Miscellaneous Supplies	11,421.85	
General Expense	1,368.45	149,837.09
Clothing		57,908.34
Repairs to Equipment		10,458.06
Replacements		14,878.99
Repairs to Buildings		19,335.63
Depreciation		23,250.85
Total Outgo as shown in Outgo Section of Exhibit A		$643,363.44
Deduct:		
Departmental Sales		
Cobbler	$ 103.89	
Sewing Room	13,138.06	
Laundry	1,625.80	$ 14 867.75
Outside Sales		
Cobbler	$ 120.25	
Sewing Room	375.87	
Board and Room	292.50	
Laundry	153.00	941.62
Pay Students		1.240.50

Entertainment and Amusement	1,354.32	
Christmas Fund	3,805.40	
Public Work Line	639.14	
Total Income as shown in Income Section of Exhibit A		22,848.73
Net Outgo		$620,514.71

Schedule 11.
EDUCATIONAL DEPARTMENT

Academic School:		
Educational Administration	$ 3,600.00	
Salaries of Principal and Teachers	66,205.50	
Clerk	1,723.57	
Band	3,664.94	
Music	8,657.53	
Athletic	4,582.66	
Military	459.29	
Kindergarten	545.92	
Stationery and Supplies	1,826.88	
Miscellaneous Supplies	1,687.08	
Senior Book (Credit Balance)	1,035.72	
Flowers	28.11	
Light, Heat and Water	10,214.70	
Graduation	290.23	
Telephone and Telegraph	14.91	
Freight and Cartage	156.55	
Janitor	2,195.23	
Library	70.64	
Auto Service	220.25	
Repairs to Equipment	503.37	
Repairs to Buildings	958.12	
Depreciation	3,004.22	
Total Outgo as shown in Outgo Section of Exhibit A		$109,573.38
Vocational School:		
Printing	$ 3,322.14	
Machine	5,406.02	
Sheet Metal	4,527.41	
Millwork	10,474.24	
Carpenter	5,968.50	
Art	2,451.26	
Sewing	3,754.22	
Dietitian	1,811.99	
Painting	1,693.82	
Cement	2,654.48	
Drafting	2,218.82	
Agriculture	2,707.61	
Shorthand and Typewriting	1,912.50	
Chemistry	428.95	
Opportunity Painting	3,226.90	
Special Classes	2,672.55	
Normal	1,680.00	
General Expenses and Supplies	5,502.59	
Light, Heat and Water	5,786.32	
Janitor	627.52	
Traveling	297.60	
Repairs to Buildings	262.91	
Depreciation	6,200.00	
Total Outgo as shown in Outgo Section of Exhibit A		$ 75,588.35
Deduct:		
Departmental Sales		
Carpenter	$ 1,934.96	
Printing	1,018.80	
Machine	2,690.15	
Painting	3,242.00	
Sewing	753.63	
Drafting	475.00	
Millwork	7,297.29	
Sheet Metal	1,208.40	$ 18,620.23
Outside Sales		
Carpenter	$ 631.31	
Printing	164.20	
Machine	28.20	
Painting	30.00	
Sewing	1.50	
Drafting	286.50	
Millwork	154.48	
Dietitian	71.00	
Sheet Metal	209.01	1,576.20
Total Income as shown in Income Section of Exhibit A		20,196.43
Net Outgo		$ 55,391.92

Schedule 12.
FARM DEPARTMENT

Horses:			
Decrease in Inventory		$ 1,723.00	
Labor		2,746.07	
Feed		9,247.93	
Shoeing		435.10	
Bedding		233.53	
Veterinary		119.60	
Harness and Equipment Repairs		402.38	
Outside Team Labor		3,702.58	
Miscellaneous Supplies and Expenses		163.08	
Building Repairs		344.61	
Depreciation		389.11	
		$ 19,506.99	
Sales			
Departmental Teaming	$ 25,852.76		
Outside Horse Sales	1,070.00	26,922.76	
Net Credit			$ 7,415.77
Dairy Cattle:			
Decrease in Inventory		$ 6,196.30	
Labor		3,190.61	
Feed		11,048.79	
Bedding		98.34	
Milk Purchases		16,782.35	
Veterinary		372.74	
Milk Delivery		895.47	
Freight and Cartage (Credit Balance)		52.82	
Buildings Repairs		683.40	
Equipment Repairs		292.58	
Miscellaneous Supplies and Expenses		381.56	
Depreciation		518.90	
		$ 40,408.22	
Sales			
Departmental Milk	$ 33,633.68		
Departmental Dairy Cattle	2,184.33		
Outside Milk	922.18		
Outside Dairy Cattle	641.62	37,381.81	
Net Outgo			3,026.41
Beef Cattle:			
Decrease in Inventory		$ 4,124.81	
Labor		54.80	
Feed		236.22	
Freight and Cartage		108.10	
Equipment Repairs		17.80	
Miscellaneous Supplies and Expenses		39.80	
Depreciation		2.65	
		$ 4,584.18	
Sales			
Departmental	$ 5,106.14		
Outside	150.25	$ 5,256.39	
Net Credit			672.21
Swine:			
Decrease in Inventory		$ 77.16	
Labor		301.07	
Feed		2,979.37	
Bedding		32.62	
Veterinary		106.90	
Building Repairs		64.04	
Equipment Repairs		33.43	
Miscellaneous Supplies and Expenses		41.07	
Depreciation		119.21	
		$ 3,754.87	
Sales			
Departmental	$ 50.00		
Outside	2,610.91	2,660.91	
Net Outgo			1,093.96
Poultry:			
Increase in Inventory (credit balance)		$ 560.50	
Labor		442.58	
Feed		1,205.59	
Bedding		10.44	
Freight and Cartage		21.54	
Building Repairs		114.53	
Equipment Repairs		73.32	

Miscellaneous Supplies and Expenses		$ 183.53	
Depreciation		231.45	
		$ 1,728.48	
Sales			
Departmental Eggs	$ 1,268.10		
Departmental Fowl	580.35		
Outside Eggs	1.28		
Outside Fowl	120.97	$ 1,970.70	
Net Credit			242.22
Machinery:			
Repairs, Supplies and Miscellaneous Expenses		$ 2,308.58	
Building Repairs		10.18	
Depreciation		3,544.09	
		$ 5,862.65	
Sales			
Departmental Tractor		632.15	
Net Outgo			5,230.50
Crops:			
Fertilizing		$ 4,182.97	
Plowing		960.14	
Fitting		734.16	
Seeding and Planting		904.42	
Cultivating		787.47	
Harvesting and Marketing		5,307.77	
Building Repairs		166.50	
Miscellaneous Supplies and Expenses		20.45	
		$ 13,063.88	
Sales			
Departmental	$ 14,478.19		
Outside	1,045.00	15,523.19	
Net Credit			2,459.31
Farm Dining Hall:			
Labor		$ 1,306.90	
Food		5,892.03	
Light, Heat and Water		352.32	
Laundry		53.51	
Building Repairs		12.91	
Equipment Repairs		31.62	
Miscellaneous Supplies and Expenses		112.02	
Depreciation		246.85	
		$ 8,008.16	
Sales			
Departmental	$ 5,190.17		
Outside	86.90	5,277.07	
Net Outgo			2,731.09

Unapportioned Expense

General Foreman and Supervisor	$ 2,850.00	
Light, Heat and Water	2,568.37	
Office Expense	3,246.71	
Drainage	19.45	
Fence Repairs	493.35	
Blacksmith	354.66	
Freight and Cartage	105.44	
Wagon Repairs	487.24	
Laundry Expense	279.52	
Janitor	19.60	
Sickness	401.18	
Seeds	559.61	
Orchard Expense	22.47	
Stationery and Supplies	82.50	
Office Building Repairs	5.25	
Farm Stores	289.76	
Auto Service	6.20	
Fertilizing (Credit)	147.83	
Tool Repairs (Miscellaneous)	228.21	
Equipment Repairs	106.06	
Miscellaneous	828.30	
Net Outgo		12,896.05
Grand Total Net Outgo		$ 14,098.50
Made up as follows:		
Exhibit A, Outgo		109,723.48
Exhibit A, Income Outside	$ 6,649.11	
Exhibit A, Income Departmental	88,975.87	95,624.98
Net Outgo		$ 14,098.50

Schedule 13
MOOSEHEART PRESS DEPARTMENT

Work in Process May 1st, 1921	$ 4,233.50	
Material Stock	118,328.34	
Ink	9,339.19	
Shop Payroll	52,538.24	
	$184,439.27	
Deduct work in process April 30, 1922	11,925.00	
		$172,514.27
Expense:		
Light, Heat, Water and Power	$ 5,400.04	
Freight and Cartage	4 688 44	
Shop Supplies	189.80	
Machinery Repairs	1,037.42	
Building and Equipment Repairs	5,690.02	
Manager's Salary	3,600.00	
Office Salaries	3,600.00	
Postage	101.00	
Liability Insurance	105.30	
Telephone and Telegraph	241.67	
Traveling	22.74	
Souvenir Book (net credit)	4.25	
Stationery and Supplies	183.42	
	$ 24,855.60	
Deduct:		
Cash Discount on Purchases	$ 924.10	23,931.50
Depreciation:		
Machinery	$ 4,976.68	
Type	944.58	
Furniture and Fixtures	603.40	6,524.66
Other Outgo:		
Returns and Allowances	$ 652.15	
Bad Debts Charged Off	61.28	713.43
Total Outgo as shown in Outgo Section of First Exhibit		$233.683.86
Sales		
Departmental	$ 7,671.03	
Outside	210,584.73	
Scrap	383.45	$218.639.21
Net Credit		$ 14,955.35

Schedule 14.
NURSERIES, GREENHOUSES, GARDENS ANND CANNERY

Nurseries:			
Labor		$ 2,788.13	
Seeds		178.49	
Fertilizer		2.30	
Freight and Cartage		80.87	
Light, Heat and Water		197.49	
Equipment Repairs		29.98	
Buildings Repairs		15.50	
Commission		3.86	
Miscellaneous Supplies and Expense		9.39	
Depreciation		253.03	
		$ 3,559.04	
Sales			
Departmental	$ 843.30		
Outside	4,067.21	4,910.51	
Net Credit			$ 1,351.47
Floral Greenhouse:			
Labor		$ 2,840.70	
Seeds and Plants (credit)		4,752.13	
Fertilizer		186.72	
Freight and Cartage		166.82	
Light, Heat and Water		1,197.74	
Equipment Repairs		30.37	
Building Repairs		262.31	
Commission		205.91	
Miscellaneous Supplies and Expense		4,977.24	
Depreciation		60.00	
		$ 5,175.68	
Sales			
Departmental	$ 1,429.53		

Outside	4,817.08	6,246.61	
Net Credit			1,070.93
Vegetable Greenhouse:			
Labor		$ 1,777.57	
Seeds (credit)		1,047.91	
Fertilizer		195.92	
Freight and Cartage		120.67	
Light, Heat and Water		1,194.98	
Equipment Repairs		3.10	
Building Repairs		267.42	
Commission		62.95	
Miscellaneous Supplies and Expense		1,394.49	
Depreciation		47.05	
		$ 4,016.24	
Sales			
Departmental	$ 632.45		
Outside	2,892.91	3,525.36	
Net Outgo			490.88
Gardens:			
Fertilizer		$ 24.97	
Plowing		168.64	
Fitting		106.05	
Cultivating		830.54	
Seeds and Planting		507.18	
Plants		229.20	
Watering		47.21	
Equipment Repairs		15.54	
Harvesting and Marketing		1,809.30	
Freight and Cartage		12.62	
Miscellaneous Supplies and Expense		126.39	
Depreciation		36.13	
		$ 3,913.77	
Sales			
Departmental	$ 2,591.95		
Outside	953.92	3,545.87	
Net Outgo			367.90
Grand Total Net Credit			$ 1,563.62
Made up as follows:			
Exhibit A, Outgo			16,664.73
Exhibit A, Income—Departmental		$ 5,497.23	
Exhibit A, Income—Outside		12,731.12	18,228.35
Net Credit			$ 1,563.62

Schedule 15.
MOOSEHEART DEPARTMENT STORE

Cost of Goods Sold			$247,637.15
Labor		$ 11,417.37	
Ice		246.58	
Stationery and Supplies		311.20	
Light, Heat and Water		878.45	
Freight and Cartage		5,122.53	
Equipment Repairs		136.17	
Building Repairs		181.25	
Purchasing Expense		204.74	
Miscellaneous Supplies and Expense		3,508.69	
Depreciation		4,482.10	26,489.08
Total Outgo as shown in Outgo Section of Exhibit A			$274,126.23
Sales			
Departmental		$267,445.48	
Outside		6,680.71	274,126.19
Net Outgo			$ .04

Schedule 16.
POWER PLANT

Coal		$ 53,959.77
Coal Storage Expense	$ 1,431.81	
Maintenance Expense	275.00	
Labor	21,408.94	
Auto Expenses	425.55	
Freight and Cartage	729.70	
Conveyor Repairs	527.28	
Boiler Repairs	4,246.27	
Stoker Repairs	33.60	
Miscellaneous Equipment Repairs	6,321.04	
Generator Equipment Repairs	566.55	

Wells and Water System Repairs	663.80	
Stoker Engine Repairs	43.57	
Arch Repairs	119.40	
Underground Steam Heating Line Repairs	13,140.33	
Electrical Transmission Repairs	292.09	
Building Repairs	1,278.29	
Miscellaneous Supplies and Expense	2,419.52	
Depreciation	6,930.40	60,853.14
Total Outgo as shown in Outgo Section of Exhibit A		$114,812.91
Sales		
Departmental	$115,029.15	
Outside	150.08	115,179.23
Net Credit		$ 366.32

Schedule 17.
ENGINEERING AND CONSTRUCTION STORE

Cost of Goods Sold		$ 58,439.50
Labor	$ 3,564.74	
Stationery and Supplies	11.00	
Light, Heat and Water	353.38	
Freight and Cartage	2,555.31	
Building Repairs	41.45	
Miscellaneous Supplies and Expenses	6.98	
		6,532.86
Total Outgo as shown in Outgo Section of Exhibit A		$ 64,972.36
Sales		
Departmental	$ 62,668.60	
Outside	1,610.34	64,278.94
Net Outgo		$ 693.42

Schedule 18.
ENGINEERING AND CONSTRUCTION DEPARTMENT

Office Expense	$ 2,090.14
Stationery and Supplies	230.19
Tool Repairs	1,566.38
Freight and Cartage	178.33
Equipment Repairs	89.64
Maps and Sundry	460.94
Telephone and Telegraph	12.39
Engineering Supplies	354.07
Auto Service	994.61
Building Repairs	93.02
Miscellaneous Supplies and Expense	1,617.69
Depreciation	1,564.87
Total Outgo as shown in Outgo Section of Exhibit A	$ 9,252.27

Schedule 19.
ADMINISTRATION DEPARTMENT

Office Salaries		$ 29,805.23
Auto Service	$ 2,898.06	
Traffic Officer	162.05	
Governors' Meetings	480.61	
Auditors	500.00	
Janitors	205.50	
Postage	1,785.32	
Interest	26,920.53	
Insurance	19,224.31	
Publicity	451.09	
Year Book	342.58	
Light, Heat and Water	3,755.57	
Telephone and Telegraph	7,699.41	
Stationery and Supplies	2,031.03	
Foreign Exchange	1,795.50	
Convention	1,024.77	
Freight and Cartage	85.32	
Equipment Repairs	1,084.91	
Building Repairs	6,375.55	
Miscellaneous Supplies and Expenses	1,209.52	
Depreciation	2,914.36	80,943.99
Total Outgo as shown in Outgo Section of Exhibit A		$110,749.22
Deduct:		
Interest Earned on Deposits	$ 1,603.65	
Rentals	1,508.04	3,111.69
Net Outgo		$107,637.53

Schedule 20.
PUBLIC DINING ROOM

Food		$ 18,270.17
Labor	$ 7,056.72	
Light, Heat and Water	1,177.96	
Laundry	617.22	
Freight and Cartage	25.84	
Equipment Repairs	356.33	
Building Repairs	107.77	
Miscellaneous Supplies and Expenses	814.68	
Depreciation	1,029.21	
		11,185.73
Total Outgo as shown in Outgo Section of Exhibit A		$ 29,455.90
Sales		
Departmental	$ 16,563.56	
Outside	13,256.69	29,820.25
Net Credit		$ 364.35

Schedule 21.
CEMENT PLANT

Cement Block Labor		$ 2,023.56
Art Stone Labor		3,368.60
Granite and Marble Spar		1,983.55
Cement		1,792.37
Sand and Gravel		148.16
Light, Heat and Water		2,373.30
Freight and Cartage		166.86
Equipment Repairs		653.01
Building Repairs		997.44
General Expense		88.67
Miscellaneous Supplies		940.79
Depreciation		739.59
Total Outgo as shown in Outgo Section of Exhibit A		$ 15,275.90
Sales		
Departmental	$ 16,124.21	
Outside	51.03	16,175.24
Net Credit		$ 899.34

Schedule 22.
PARK GROUNDS

Labor	$ 3,965.51
General Cleaning	1,543.89
Playground Instructor	2,233.34
Road Maintenance	4,574.91
Water	282.00
Walk Maintenance	196.72
Street Lights and Lighting	5,880.49
Tree Expense and Grooming	215.20
Flowers, Seeds and Bulbs	651.72
Lawns	494.21
Signs	312.91
Dam and Lake	168.01
Regrading	1,507.54
Fountain	172.67
Bridge Repairs	12.19
Playground	1,330.05
Freight and Cartage	560.45
Grandstand Repairs	138.18
Boat Repairs	310.56
Fence Repairs	419.79
Tool Repairs	30.04
Equipment Repairs	65.91
Miscellaneous Supplies and Expense	23.66
Depreciation	586.00
Total Outgo as shown in Outgo Section of Exhibit A	$ 25,675.95

Schedule 23.
GARAGE DEPARTMENT

Labor	$ 3,589.11
Supplies	4,305.59
Light, Heat and Water	703.19
Freight and Cartage	19.51
Equipment Repairs	140.64
Building Repairs	65.28
Miscellaneous Expense	651.[illegible]

Depreciation		819.00
Total Outgo as shown in Outgo Section of Exhibit A		$ 10,233.62
Sales		
Departmental	$ 8,999.91	
Outside	1,563.89	10,563.80
Net Credit		$ 270.18

Schedule 24.
VOCATIONAL TRAINING FOR WOUNDED SOLDIERS

Cement		$ 31,611.83
Painting		10,642.87
Agricultural		6,211.01
Machine		2,782.35
Mechanical Drafting and Drawing		2,423.59
Carpenter		2,001.89
English		1,326.90
Mathematics		2,884.78
General Expense		3,246.85
Janitor Expense		551.99
Total Outgo as shown in Outgo section of Exhibit A		$ 63,684.06
Sales		
Departmental	$ 35,427.21	
Outside	65,781.40	101,208.61
Net Credit		$ 37,524.55

Schedule 25.
MOOSEHEART WEEKLY DEPARTMENT

Salaries		$ 881.14
Printing and Publication		207.45
Cuts, Electrotypes and Halftones		157.05
Paper Stock		504.29
Ink		97.98
Freight and Cartage		34.93
Postage		11.74
Miscellaneous Supplies and Expense		5.67
		$ 1,900.16
Deduct:		
Subscriptions		580.30
Total Outgo as shown in Outgo Section of Exhibit A		$ 1,319.86

Schedule 26.
ICE PLANT DEPARTMENT

Labor		$ 2,036.21
Teaming		3,071.06
Ice Purchased		354.00
Light, Heat and Water		2,634.10
Equipment Repairs		114.37
Miscellaneous Supplies and Expenses		164.15
Depreciation		550.05
Total Outgo as shown in Outgo Section of Exhibit A		$ 8,923.94
Sales		
Departmental	$ 6,525.46	
Outside	320.38	6,845.84
Net Outgo		$ 2,078.10

Chapter XI
Annual Register
Part One
A. Mooseheart Governors

James J. Davis, Chairman

Arthur Capper
Ralph W. E. Donges, Member Executive Committee
John W. Ford, Chairman Executive Committee
James J. Griffin, Supreme Dictator
Albert Bushnell Hart
Edward J. Henning, Member Executive Committee
John J. Lentz

Rodney H. Brandon, Secretary

(Total 8)

FORMER GOVERNORS

William F. Broening, P. S. D., Mayor of Baltimore; Supreme Dictator L. O. O. M., 1919-1920. Served as Governor, 1919-1920.

Darius A. Brown, P. S. D., Kansas City, Mo.; Supreme Dictator of the Loyal Order of Moose. Term as Governor expires 1923.

Hy. D. Davis, Supreme Dictator of the L. O. O. M., 1916. Served as Governor until his death. Died 1916.

Mahlon M. Garland, P. S. D., Member of Congress at Large, from Pennsylvania. Served as Governor, 1914-1920. Died 1920.

Hiram W. Johnson, Governor of California and Senator of the United States. Served as Governor, 1915-1916.

Charles A. A. McGee, P. S. D., Supreme Dictator of the L. O. O. M., 1918-1919. Served as Governor, 1918-1919.

(Total living, 4)

B. Superintendent and Staff

Matthew P. Adams, Superintendent

Hugo Doebler, Assistant Superintendent
Mrs. W. C. Spencer, Assistant Superintendent and Principal of Schools, in charge of Girls' Vocational work
Robert F. Havlik, M. E., Engineer and Acting Director of Boys' Vocational Work
Ernest M. Oswalt, Manager Mooseheart Press
John D. Nichols, M. D., Resident Physician
J. A. Rondthaler, D. D., Protestant Minister
Rev. John J. Laffey, Catholic Priest
W. E. Quick, Proctor at Large
C. L. Daniels, D. M. D., Resident Dentist
Harold L. Cook, Chief Clerk

(Total 11)

C. Classified Educational Staff

1. Academic High School Teachers

(a) English
Mary Munroe
Charlotte J. Smith, M. A.
Grace J. Tallman, A. B.
(b) Modern Languages
Iceline Irmis, A. B., French and Spanish
(c) Mathematics
Edith L. Hilborn, B. S.
Helen B. Hill, B. S.
(d) Science
Hubert Anderson, A. B.
C. L. McCollum, B. S.
(e) History
Ruth Balsam, B. A.
Elmo C. Dopkins, M. A.
Viola McDowell

(Total 11)

2. Vocational High School Teachers

All the teachers who should appear in this group are listed below as Vocational Teachers, according to their field.

3. Elementary and Academic Teachers

(a) Kindergarten
Effie Bernard
Mary M. Moore
Marion Waterman
Mable Weise
(b) First Grade
Isabelle Carlson
Edith Dickenson
Mrs. M. L. Seely
(c) Second Grade
Charlotte Ball
Pearl Godshall
Grace B. Hale
(d) Third Grade
Elizabeth Crevistcn
Ethel Holmgren
Corlia Tillery
(e) Fourth Grade

Maud Farnham
Hilda Hanson
Myrtle Schmerhorn

(f) Fifth Grade
Gladys Flynn
Anna Graves
Ethna M. Hart

(g) Sixth Grade
Ruth Colman
Gertrude B. Hamlin
Theresa Randall

(h) Special
Mrs. Lula Barker, Special Class
Dorothy Fargo, Music and Drawing
Mrs. Grace Wagner, Opportunity Class
(Total 25)

4. Vocational and Prevocational Teachers

(a) Agricultural
Fred Alexander, Nursery
F. B. Cromer, B. S., Animal Husbandry
J. B. Cunningham, B. S., Crops and Farm Management
Andrew Hayden, Greenhouse
W. G. Kitchen, Poultry and Gardening
E. L. Morris, B. S., Farm Mechanics

(b) Business
Maud Harnish, Industrial Arts
Lita Keller, Typewriting and Shorthand

(c) Industrial
Jess Barton, Painting and Decorating
J. A. Brandt, Sheet Metal Work
H. W. Burroughs, Carpentry and Wood Work
Harry Cutler, Mill Work
Frank Deni, Modeling and Cement Work
Argo M. Dill, Printing
F. G. Elwood, B. S., Drafting
Walter Heberling, Sign Painting
George McNair, Blacksmith
Wm. Mosher, Sheet Metal Work
John Mulligan, Automobile Instructor
Wm. Norsworthy, Show Card Writing and Window Trimming
Wm. T. Hawbecker, Shoe Repair
Wm. Seeglitz, Ornamental Concrete
F. J. Stubbs, Machine Shop Practice

(d) Home Economics
Clara Bristol, B. S., Sewing and Millinery
Bernice Smock, B. S., Cooking and Dietetics
D. Jeannette Copeland, Home Nursing Course

(e) Normal Course
Jane Mingo, Teacher of Methods
(Total 27)

5. Music

G. Burton Denney, Instructor of Reed Instruments
Vincenzo Gullotta, Director of Philharmonic Orchestra and Instructor on stringed Instruments
Mrs. Anna Hickey, Piano Instructor
L. B. Reeder, Director of Band and Instructor on Wind Instruments
Olive Jordan Reeder, Piano Instructor
(Total 5)

6. Athletics

Ben A. Oswalt, Athletic Director
Florence Hughey, Girls' Athletic Director

7. Military Drill

Capt. W. E. Quick, Cadet Instructor

Total 35)

D. Home Staff

1. Medical and Hospital Staff

(a) Consultants
Herman A. Brennecke, M. D., Consulting Surgeon
I. W. Howard, M. D., Consulting Eye, Nose, Ear, and Throat Specialist
E. L. Lee, M. D., Consulting Physician

(b) Nurses
Miss D. Jeannette Copeland, Supervising Nurse
Miss Josephine Adomatis, Nurse
Mrs. Estella Boehm, Nurse
Miss Alberta Farrell, Nurse
Miss Elsie Henschen, Nurse
Miss Lelia Lindsey, Nurse
(Total 9)

2. Proctors

J. E. Arnold, Lower North
J. A. Bedford, North Farm
J. Bryson, Middle South
M. L. Glasco, North Legion
Mr. Hamilton, East Assembly Hall
R. R. Jeffry, Chapter Hall
Mr. Jamison, West Legion
J. R. Morse, North Hope
T. L. Palmer, Upper North
R. W. Runge, Lake Camp
J. T. Sharp, Heart View
B. S. Strausbaugh, Lake Hall
Mr. Sneider, West Farm
L. T. Willis, Middle North
W. Weidner, South Assembly
G. E. Zanders, Walnut Cottage
(Total 16)

3. Matrons

Mrs. M. Allen, East Legion
Mrs. Ella Boyce, Alaska Hall
Mrs. Myrtle Blackstone, Davis Hall
Mrs. Katherine Brennan, Progress Hall
Mrs. Sarah Bement, Jones Hall
Miss Bessie Bridges, So. Legion Middle
Mrs. Harriett Cooper, Wisdom Hall
Mrs. Jeannette Clinton, South Hope
Mrs. Myrtle Downs, Rochester Hall
Mrs. Emma Fowler, Cottage 52
Mrs. Nellie Horton, Upper South
Mrs. Mary Kissell, Aid Hall
Mrs. Hettie Kuhn, Schuylkill
Miss Minetta Kendall, So. Legion West
Mrs. Laura Kuhns, Winter Camp
Mrs. Knox, Lincoln Hill
Mrs. Jessie Long, South Legion East
Mrs. E. Lowe, Overlook Hall
Mrs. Myrtle McKinstry, West Hope
Mrs. A. Myers, Mother Cottage
Mrs. Anna Neil, East Hope
Mrs. Alice Phillips, Garden Cottage
Mrs. Antha Shigley, Grant Hall
Mrs. Lena Sangrelet, Purity Hall
Miss Louise Savage, Susquehanna
Mrs. Alena Snyder, Juniata
Miss Sue Thorpe, Allegheny
Mrs. Maude Wallace, Faith Hall
Mrs. Lillie Wilson, Rose Cottage
(Total 28)

Part Two

Roll of Present Members of Mooseheart

A. Summary of Admissions and Withdrawals

(May 15, 1914—May 14, 1922)	1912–1913	1913–1914	1914–1915	1915–1916	1916–1917	1917–1918	1918–1919	1919–1920	1920–1921	1921–1922
Total number at Mooseheart May 15, beginning each institution year....	0	7	43	183	254	391	483	674	797	1020
Number admitted during the year—										
Boys	...	...	96	57	96	82	139	104	151	105
Girls	...	...	52	30	74	55	104	80	132	81
Total admissions for year.....	7	39	148	87	170	137	243	204	283	186
Withdrawals during each year—										
Total number enrolled during the year.	7	46	191	270	424	528	725	878	1080	1275
Deaths	...	...	2	2	2	4	9	2	12	5
Enlistments and graduations...	...	...	...	...	8	12	9	4	8	13
Demissions	...	3	6	14	23	29	34	75	40	99
Total withdrawals for year.....	0	3	8	16	33	45	52	81	60	117
Boys	...	...	8	10	23	29	45	47	34	62
Girls	...	...	0	6	10	16	7	31	26	55
Total enrollment at end of year.....	7	43	183	254	391	483	674	797	1020	1089

List of Students of Mooseheart

ON THE REGISTER MAY 15, 1921 to MAY 15, 1922

(The asterisk (*) indicates students who left the school during the year)

Register No.		Entry Date	Present Age
386	Adams, Carl—Shamokin (Pa.) Lodge 1149	12- 1-20	11
387	Adams, Burton—Shamokin (Pa.) Lodge 1149	12- 1-20	9
795	Adams, Ruby Caroline—Anderson (Ind.) Lodge 1	4-15-19	11
796	Adams, Vera Belle—Anderson (Ind.) Lodge 1	4-15-19	9
*294	Albright, Sarah Anna—Ancon (C. Z.) Lodge 1108	6- 3-16	15
295	Albright, Chester Ancon—Ancon (C. Z.) Lodge 1108	6- 3-16	12
296	Albright, Martha Esther—Ancon (C. Z.) Lodge 1108	6- 3-16	10
297	Albright, Genevieve Corzal—Ancon (C. Z.) Lodge 1108	6- 3-16	9
298	Albright, Mildred May—Ancon (C. Z.) Lodge 1108	6- 3-16	7
410	Albright, Mary Elizabeth—Ancon (C. Z.) Lodge 1108	11- 8-16	6
423	Ames, Luena Elizabeth—Denver (Colo.) Lodge 21	2-23-17	17
424	Ames, George Laforest—Denver (Colo.) Lodge 21	2-23-17	16
1249	Anderson, Virginia Margaret—Follansbee (W. Va.) Lodge 205	2- 1-21	14
1250	Anderson, Melba Lucile—Follansbee (W. Va.) Lodge 205	2- 1-21	9
1251	Anderson, Thomas Wylie—Follansbee (W. Va.) Lodge 205	2- 1-21	6
1252	Anderson, James Melville—Follansbee (W. Va.) Lodge 205	2- 1-21	4
*379	Andrews, William—Scranton (Pa.) Lodge 42	9-15-16	16
380	Andrews, Emerson—Scranton (Pa.) Lodge 42	9-15-16	15
745	Antill, Ernest William—Regina (Sask.) Lodge 757	3-15-19	13
746	Antill, Archibald Harry—Regina (Sask.) Lodge 757	3-15-19	11
*1329	Antill, Harry Clarence—Regina (Sask.) Lodge 457	7- 5-21	7
*1330	Antill, Trevor Charles—Regina (Sask.) Lodge 757	7- 5-21	5
7	Aryman, Charles—Gary (Ind.) Lodge 783	8- 8-13	18
1212	Ayers, Raymond Boyd—Ansted (W. Va) Lodge 947	1- 1-21	12
1213	Ayers, Mildred Pauline—Ansted (W. Va.) Lodge 947	1- 1-21	8
1214	Ayers, Herbert Brown—Ansted (W. V.) Lodge 947	1- 1-21	6
954	Baker, William Jackson—Hopewell (Pa.) Lodge 256	12-15-19	13
955	Baker, Elsie—Hopewell (Pa.) Lodge 256	12-15-19	11
956	Baker, Samuel Joseph—Hopewell (Pa.) Lodge 256	12-15-19	8
957	Baker, Eva Roberta—Hopewell (Pa.) Lodge 256	12-15-19	7
861	Baldock, Ava Agatha—Baker (Ore.) Lodge 495	6-14-19	9
862	Baldock, Florence Ada—Baker (Ore.) Lodge 495	6-14-19	8
784	Balsiger, Augustus Holland—St. Joseph (Mo.) Lodge 315	4- 1-19	15
1319	Baltar, Leonard—Cape Ann (Gloucester, Mass.) Lodge 1471	6-27-21	13
1320	Baltar, Delores—Cape Ann (Gloucester, Mass.) Lodge 1471	6-27-21	11
1321	Baltar, Eleanor—Cape Ann (Gloucester, Mass.) Lodge 1471	6-27-21	7
1322	Baltar, Richard—Cape Ann (Gloucester, Mass.) Lodge 1471	6-27-21	4
1323	Baltar, George—Cape Ann (Gloucester, Mass.) Lodge 1471	6-27-21	2
1415	Baltar, Raymond Silva—Cape Ann (Gloucester, Mass.) Lodge 1471	11-30-21	15
243	Barnes, Herbert McClellan—Ely (Nev) Lodge 1068	7-16-15	15
244	Barnes, Billie Burke—Ely (Nev.) Lodge 1068	7-16-15	13
643	Barnett, George Allen—Bellaire (Ohio) Lodge 12	8- 5-18	14
644	Barnett, Mary Elizabeth—Bellaire (Ohio) Lodge 12	8- 5-18	12
645	Barnett, Sarah Alice—Bellaire (Ohio) Lodge 12	8- 5-18	11
646	Barnett, Joseph Oliver—Bellaire (Ohio) Lodge 12	8- 5-18	9
696	Barnette, Bamma Atlas—Beckley (W. Va.) Lodge 1606	9- 1-18	14
697	Barnette, Velma Beatrice—Beckley (W. Va.) Lodge 1606	9- 1-18	7

*873	Barry, Laura Tramore—Illinois, (Chicago, Ill.) Lodge 134	7-15-19	6
488	Barshack, William Melvin—Gem City (Quincy, Ill.) Lodge 896	9-15-17	14
*51	Barto, Philip Bernard—Wheeling (W. Va.) Lodge 67	6- 1-14	19
1202	Barto, Mary Cyrilla—Wheeling (W. Va.) Lodge 67	12-15-20	12
699	Barton, Mary Emma—East Syracuse (N. Y.) Lodge 1638	10-18-18	16
700	Barton, Frederick Ambrose—East Syracuse (N. Y.) Lodge 1638	10-18-18	12
143	Bastian, Holland James—Marion (Ind.) Lodge 253	10-18-14	14
144	Bastian, Arthur Leslie—Marion (Ind.) Lodge 253	10-18-14	13
602	Bastian, Genethalyn Arbutus—Marion (Ind.) Lodge 253	6-15-18	16
68	Beach, Georgia Geneva—San Francisco (Cal.) Lodge 26	6-28-14	15
276	Beach, Mildred Pauline—Indianapolis (Ind.) Lodge 17	4-10-16	14
277	Beach, Luvina Josephine—Indianapolis (Ind.) Lodge 17	4-10-16	12
*782	Beal, Ralph Edward—Charleston (S. C.) Lodge 896	4- 1-19	15
1217	Beaver, Charles Raymond—Connersville (Ind.) Lodge 1160	1- 1-21	9
1077	Beckwith, Albert Jacob—Pontiac (Ill.) Lodge 1103	9- 1-20	9
1078	Beckwith, Harold—Pontiac (Ill.) Lodge 1103	9- 1-20	7
1079	Beckwith, Frances Marie—Pontaic (Ill.) Lodge 1103	9- 1-20	5
1290	Bement, Bernadine Luella—Eau Claire (Wis.) Lodge 1408	4- 1-21	15
1291	Bement, Earl Eugene—Eau Claire (Wis.) Lodge 1408	4- 1-21	11
1292	Bement, Mary Madeline—Eau Claire (Wis.) Lodge 1408	4- 1-21	9
1293	Bement, Ilene Obdulia—Eau Claire (Wis.) Lodge 1408	4- 1-21	6
1294	Bement, Irene Oswalda—Eau Claire (Wis.) Lodge 1408	4- 1-21	6
*971	Benham, Wayne Elmer—Canton (Ill.) Lodge 784	2- 1 20	12
*972	Benham, Gaynell Ione—Canton (Ill.) Lodge 784	2- 1-20	10
*973	Benham, Kenneth Orlaw—Canton (Ill.) Lodge 784	2- 1-20	8
*974	Benham, Novella Lenore—Canton (Ill.) Lodge 784	2- 1-20	6
*975	Benham, Claribel—Canton (Ill.) Lodge 784	2- 1-20	2
1272	Bennett, Elmer Cornelius—Beckley (W. Va.) Lodge 1606	3- 1-21	8
1273	Bennett, Malinda Thelma—Beckley (W. Va.) Lodge 1606	3- 1-21	6
1274	Bennett, Ethiel Bennson—Beckley (W. Va.) Lodge 1606	3- 1-21	2
999	Berarducci, Artie—West Newton (Pa.) Lodge 31	3- 1-20	14
1000	Berarducci, Albertine—West Newton (Pa.) Lodge 31	3- 1-20	13
1001	Berarducci, William—West Newton (Pa.) Lodgee 31	3- 1-20	9
1052	Berling, Harold Andrew—Salt Lake City (Utah) Lodge 259	7-15-20	13
1053	Berling, Florence Hazel—Salt Lake City (Utah) Lodge 259	7-15-20	11
1316	Berling, James Mahon—Salt Lake City (Utah) Lodge 259	6-19-21	9
370	Berry, Penrose Allen—Worcester (Mass.) Lodge 608	9- 2-16	16
371	Berry, Bernadette Eva—Worcester (Mass.) Lodge 608	3-19-20	14
1259	Beverly, Dortha Ellen—Coeburn (Va.) Lodge 948	2- 1-21	6
1260	Beverly, Martin Lester—Coeburn (Va.) Lodge 948	2- 1-21	4
1261	Beverly, Rufus King—Coeburn (Va.) Lodge 948	2- 1-21	2
738	Blackwell, Irene Bluefield (W. Va.) Lodge 1079	3- 1-19	15
739	Blackwell, Bernard Cash—Bluefield (W. Va.) Lodge 1079	3- 1-19	13
740	Blackwell, Albert Hoge—Bluefield (W. Va) Lodge 1079	3- 1-19	9
*1193	Blount, William Emanuel—Akron (Ohio) Lodge 62	12-15-20	15
1194	Blount, Flora Henrietta—Akron (Ohio) Lodge 62	12-15-20	12
1195	Blount, Dorothy Irene—Akron (Ohio) Lodge 62	12-15-20	9
1196	Blount, Thelma Marie—Akron (Ohio) Lodge 62	12-15-20	6
1197	Blount, James Elwin—Akron (Ohio) Lodge 62	12-15-20	4
*1309	Blount,Emma Caroline—Akron (Ohio) Lodge 62	6- 1-21	1
1414	Boehmer, Edward William—Norwood (Ohio) Lodge 301	11-16-21	11
316	Bogle, Arthur—Syracuse (N. Y.) Lodge 625	7-17-16	14
1230	Bolen, Nellie Frances—Springfield (Ohio) Lodge 536	1-15-21	6
1231	Bolen, William Edward—Springfield (Ohio) Lodge 536	1-15-21	4
882	Bonacci, Ralph—East Liberty (Pittsburgh, Pa.) Lodge 58	8- 1-19	14
883	Bonacci, Michael Angelo—East Liberty (Pittsburgh, Pa.) Lodge 58	8- 1-19	11
884	Bonacci, John—East Liberty (Pittsburgh, Pa.) Lodge 58	8- 1-19	8
895	Bonnett, Mary Frances—Batavia (N. Y.) Lodge 196	8-17-19	15
896	Bonnett, Edward Burton—Batavia (N. Y.) Lodge 196	8-17-19	9
897	Bonnett, Edmund—Batavia (N. Y.) Lodge 196	8-17-19	5
898	Bonnett, Helen—Batavia (N. Y.) Lodge 196	12- 1-21	4
1470	Boring, Woodrow Wilson—Hammond (Ind.) Lodge 570	3- 1-22	8
302	Bowen, Thomas Jefferson—Harrisburg (Pa.) Lodge 107	6-14-16	17
303	Bowen, George William—Harrisburg (Pa.) Lodge 107	6-14-16	14
952	Brennan, Katherine Marie—Philadelphia (Pa) Lodge 54	12- 1-19	9
953	Brennan, Margaret—Philadelphia (Pa.) Lodge 54	12- 1-19	6
1071	Brinker, Helen Frances—Easton (Pa.) Lodge 45	8-14-20	13
1072	Brinker, Robert Lewis—Easton (Pa.) Lodge 45	8-14-20	11
1073	Brinker, James Lee—Easton (Pa.) Lodge 45	8-14-20	8
1198	Bristol, John—Akron (Ohio) Lodge 62	12-15-20	12
1199	Bristol, Raymond—Akron (Ohio) Lodge 62	12-15-20	10
1308	Bristol, Henry John—Akron (Ohio) Lodge 62	1-15-21	14
893	Brocius, Martha Margaret—Harrisburg (Pa.) Lodge 107	8-15-19	7
894	Brocius, Luther Frederick—Harrisburg (Pa.) Lodge 107	8-15-19	5
1133	Broggie, Roger Edward—Worcester (Mass.) Lodge 608	11-15-20	13
1134	Broggie, Raymond Norton—Worcester (Mass.) Lodge 608	11-15-20	12
1135	Broggie, Doris Helena—Worcester (Mass.) Lodge 608	11-15-20	7
1204	Brooks, Mary Rhoda—Napoleon (Ohio) Lodge 788	1- 1-21	14
1205	Brooks, John Henry—Napoleon (Ohio) Lodge 788	1- 1-21	13
*1029	Brooks, Shepherdson, Armour —Collinsville (Ill.) Lodge 1370	5- 9-20	9
*172	Brown, Russell Claire—Portage (Pa.) Lodge 131	1-22-15	14
*173	Brown, Walter Lee—Portage (Pa.) Lodge 131	1-26-15	13
259	Brown, Carl Martin—Seattle (Wash.) Lodge 211	8- 9-15	16
1315	Brown, Zona Angelina—Santa Maria (Calif.) Lodge 719	6-19-21	14
741	Burgess, Pearl Irene—Canton (Ohio) Lodge 233	3- 4-19	17

742	Burgess, Thomas James—Canton (Ohio) Lodge 233	3- 4-19	15
743	Burgess, Kenneth Walter—Canton (Ohio) Lodge 233	3- 4-19	13
744	Burgess, William Joseph—Canton (Ohio) Lodge 233	3- 4-19	10
510	Burk, John—Camden (N. J.) Lodge 111	11- 1-17	16
511	Burk, Eugene Thomas—Camden (N. J.) Lodge 111	11- 1-17	14
675	Burk, Joseph—Camden (N. J.) Lodge 111	8- 5-18	11
638	Butler, Champ Castleton—LaGrande (Ore) Lodge 850	7-26-18	10
639	Butler, George Harrison—LaGrande (Ore.) Lodge 850	7-26-18	7
654	Byers, Myrtle Gladys—Coeburn (Va.) Lodge 948	8- 5-18	17
655	Byers, Blaine Ray—Coeburn (Va.) Lodge 948	8- 5-18	14
656	Byers, Elizabeth Hazel—Coeburn (Va.) Lodge 948	8- 5-18	13
657	Byers, Kermit Clyde—Coeburn (Va.) Lodge 948	8- 5-18	10
658	Byers, Willie Alberta—Coeburn (Va.) Lodge 948	8- 5-18	6
934	Byrne, Charles—New York (N. Y.) Lodge 15	12- 1-19	11
1395	Byrne, Francis—New York (N. Y.) Lodge 15	11- 1-21	4
1257	Calabrese, Angelo—Plainfield (N. J.) Lodge 310	2- 4-21	5
1258	Calabrese, Edith—Plainfield (N. J.) Lodge 310	2- 4-21	4
608	Campeau, Walter Edmund—Detroit (Mich.) Lodge 160	6-15-18	16
1115	Campeau, William—Detroit (Mich.) Lodge 160	10-19-20	12
1353	Canfield, Richard Frederick—Mechanicsville, (N. Y.) Lodge 459	9-15-21	11
1354	Canfield, Margaret Elizabeth—Mechanicsville (N. Y.) Lodge 459	9-15-21	9
497	Cashdollar, Alvin Bertrum—Export (Pa.) Lodge 234	9-22-17	18
498	Cashdollar, Rose Catherine—Export (Pa.) Lodge 234	9-22-17	17
499	Cashdollar, Goldie Marie—Export (Pa.) Lodge 234	9-22-17	15
501	Cashdollar, William Plummer—Export (Pa.) Lodge 234	9-22-17	12
609	Catich, Edward—Butte (Mont.) Lodge 431	6-29-18	16
610	Catich, Vincent—Butte (Mont) Lodge 431	6-29-18	16
611	Catich, Jack George—Butte (Mont.) Lodge 431	6-29-18	7
612	Catich, Philip Michael—Butte (Mont.) Lodge 431	6-29-18	7
910	Chisholm, Lena Leota—Greenville (Pa.) Lodge 276	8- 1-19	14
911	Chisholm, Ralph Chester—Greenville (Pa.) Lodge 276	8- 1-19	12
912	Chisholm, Paul David—Greenville (Pa.) Lodge 276	8- 1-19	10
913	Chisholm, Clifford Ray—Gifford (Pa.) Lodge 276	8- 1-19	6
376	Chrystal, Della May—Mobile (Ala.) Lodge 321	9-11-16	17
377	Chrystal, Thomas Julian—Mobile (Ala.) Lodge 321	9-11-16	14
378	Chrystal, Norman Clifton—Mobile (Ala.) Lodge 321	9-11-16	12
750	Cicuto, Jacob—Struthers (Ohio) Lodge 1082	3-15-19	10
751	Cicuto, Mario—Struthers (Ohio) Lodge 1082	3-15-19	8
752	Cicuto, John—Struthers (Ohio) Lodge 1082	3-15-19	5
753	Cicuto, Louisa—Struthers (Ohio) Lodge 1082	3-15-19	3
693	Climer, Everett Eugene—Sheahan (Canton, Ill) Lodge 784	9- 1-18	15
694	Climer, Emma Etta—Sheahan (Canton, Ill.) Lodge 784	9- 1-18	14
695	Climer, Emerson Spencer—Sheahan (Canton, Ill.) Lodge 784	9- 1-18	8
722	Cobb, Arthur Frederick—Galeton (Pa.) Lodge 826	2- 1-19	15
723	Cobb, Beulah Vivian—Galeton (Pa.) Lodge 826	2- 1-19	13
724	Cobb, Donald—Galeton (Pa.) Lodge 826	2- 1-19	11
725	Cobb, Ward—Galeton (Pa.) Lodge 826	2- 1-19	7
729	Coddington, Catherine—Cleveland (Ohio) Lodge 63	2-15-19	13
730	Coddington, Margaret—Cleveland (Ohio) Lodge 63	2-15-19	10
731	Coddington, Sadie—Cleveland (Ohio) Lodge 63	2-15-19	7
*314	Coffman, Arthur Allen—Grafton (W. Va.) Lodge 638	7-16-16	16
*315	Coffman, Robert Earl William—Grafton (W. Va.) Lodge 638	7-16-16	13
360	Coffman, Ray Charles—Youngwood (Pa.) Lodge 23	7- 3-19	20
361	Coffman, Ethel Mae—Youngwood (Pa.) Lodge 23	8-21-16	18
1295	Coleman, William John—Bluefield (W. Va.) Lodge 1079	4- 1-21	4
1296	Coleman, Elizabeth Carl—Bluefield (W. Va.) Lodge 1079	4- 1-21	3
1297	Coleman, James Elwood—Bluefield (W. Va.) Lodge 1079	4- 1-21	2
1406	Colgrove, Alfred Banyen—Brattleboro (Vt.) Lodge 903	11-12-21	4
1407	Colgrove, Rose Frances—Brattleboro (Vt.) Lodge 903	11-21-21	2
1408	Colgrove, Phyllis Janet—Brattleboro (Vt) Lodge 903	11-12-21	1
660	Collins, Estice Littleton—Durbin (W. Va.) Lodge 1465	8- 5-18	11
661	Collins, Rayford Hull—Durbin (W. Va.) Lodge 1465	8- 5-18	8
785	Collins, Carrie Thelma—Beckley (W. Va.) Lodge 1606	4- 1-19	11
786	Collins, Romie—Beckley (W. Va.) Lodge 1606	4- 1-19	8
787	Collins, Thomas—Beckley (W. Va.) Lodge 1606	4- 1-19	7
97	Colson, Raymond Wadell—Palatka (Fla.) Lodge 1401	7-19-14	20
98	Colson, Herman Hudler—Palatka (Fla.) Lodge 1401	7-19-14	17
99	Colson, Richmond Marie—Palatka (Fla.) Lodge 1401	7-19-14	14
992	Colson, Leola Lorena—Oregon City (Ore.) Lodge 961	2-15-20	14
993	Colson, Birdie—Oregon City (Ore.) Lodge 961	2-15-20	11
469	Comer, Opal Marie—Fort Hill (Farmington, Ill.) Lodge 1571	7- 2-17	18
470	Comer, Kathryn Frances—Fort Hill (Farmington, Ill.) Lodge 1571	7- 2-17	16
471	Comer, Mildred Elaine—Fort Hill (Farmington, Ill.) Lodge 1571	7- 2-17	7
1229	Condit, John Raymond—Waynesburg (Pa) Lodge 461	1-15-21	14
1410	Conn, Eugene Augustine—Canton (Ohio) Lodge 233	11-16-21	13
1411	Conn, Bernice Louise—Canton (Ohio) Lodge 233	11-16-21	10
1412	Conn, Arthur Artimus—Canton (Ohio) Lodge 233	11-16-21	4
506	Conner, George Arnold—Pittsburgh (Pa.) Lodge 46	10- 1-17	16
507	Conner, Gerald Rockwell—Pittsburgh (Pa.) Lodge 46	10- 1-17	15
1174	Cooper, Martha Louise—Milton (Pa.) Lodge 171	12-15-20	14
1143	Corrigan, Katherine Frances—Lambertville (N. J.) Lodge 217	11-15-20	10
1144	Corrigan, Marion Elizabeth—Lambertville (N. J.) Lodge 217	11-15-20	8
1145	Corrigan, Bernetta—Lambertville (N. J.) Lodge 217	11-15-20	6
1146	Corrigan, Isabelle Marie—Lambertville (N. J.) Lodge 217	11-15-20	4
*174	Cote, Lloyd Lyon—Streator (Ill.) Lodge 372	2-15-15	12

*175	Cote, Harry Lyon—Streator (Ill.) Lodge 372	2-15-15	11
*176	Cote, Irene Lyon—Streator (Ill.) Lodge 372	2-15-15	8
982	Cottingham, Susanna—Chester (Pa.) Lodge 285	2- 1-20	11
983	Cottingham, Robert Thomas—Chester (Pa.) Lodge 285	2- 1-20	9
984	Cottingham, John—Chester (Pa.) Lodge 285	2- 1-20	7
985	Cottingham, Mary—Chester (Pa.) Lodge 285	2- 1-20	5
203	Cretcher, James Russell—Wabash (Ind.) Lodge 1195	9-17-19	20
532	Crider, LeRoy Earl—Lima (Ohio) Lodge 199	12- 1-17	15
533	Crider, Alice Viola—Lima (Ohio) Lodge 199	12- 1-17	12
534	Crider, Margurite Elizabeth—Lima (Ohio) Lodge 199	12- 1-17	9
1083	Crosland, Lewis Edmund—Mauch Chunk (Pa.) Lodge 1045	9-15-20	11
583	Cross, Walter Norton—Monongahela (Pa.) Lodge 125	2-21-18	13
584	Cross, Joseph Quinn—Monongahela (Pa.) Lodge 125	2-21-18	9
600	Cross, Frank Allison—Monongahela (Pa.) Lodge 125	6- 2-18	15
516	Cullingford, Edwin Walter—Camden (N. J.) Lodge 111	11- 1-17	14
1396	Cummings, Henrietta—Brookville (Pa.) Lodge 141	11- 1-21	13
1397	Cummings, Jeannette—Brookville (Pa.) Lodge 141	11- 1-21	11
1398	Cummings, Ruth Ella—Brookville, (Pa.) Lodge 141	11- 1-21	9
1399	Cummings, Bernice Edna—Brookville (Pa.) Lodge 141	11- 1-21	8
1400	Cummings, James Nelson—Brookville (Pa.) Lodge 141	11- 1-21	5
1401	Cummings, Charles Daniel—Brookville (Pa.) Lodge 141	11- 1-21	3
585	Curl, Dorothy Mable—Fort Madison (Iowa) Lodge 671	8- 1-21	15
1335	Cutlip, Ralph Leon—Richwood (W. Va.) Lodge 770	8- 1-21	10
222	Dallo, Lena Helen—Sunnyside (Pa.) Lodge 760	7- 9-15	15
223	Dallo, Emma—Sunnyside (Pa.) Lodge 760	7- 9-15	13
551	Danielson, Russell Edward—Coquille (Ore.) Lodge 568	12-29-17	17
*552	Danielson, Robert Carl—Coquille (Ore.) Lodge 568	12-29-17	12
1402	Dank, Harry Walter—Moline (Ill.) Lodge 235	10-31-21	14
489	Daubenmire, Ernest Harold—Lancaster (O) Lodge 955	9-15-17	18
490	Daubenmire, Ethel Pauline—Lancaster (O) Lodge 955	9-15-17	15
491	Daubenmire, Leota Fay—Lancaster (O.) Lodge 955	9-15-17	12
492	Daubenmire, Emma Catherine—Lancaster (O.) Lodge 955	9-15-17	9
100	Davis, Carl William—Davenport (Ia.) Lodge 28	7-19-14	15
101	Davis, Arthur Eder—Davenport (Ia) Lodge 28	7-19-14	12
649	Davis, David Wassell—Mahanoy City (Pa.) Lodge 1353	8- 5-18	11
650	Davis, Thelma Adelaide—Mahanoy City (Pa.) Lodge 1453	8- 5-18	10
651	Davis, Winifred Ann—Mahanoy City (Pa.) Lodge 1353	8- 5-18	8
652	Davis, Gladys Elsie—Mahanoy City (Pa.) Lodge 1353	8- 5-18	7
720	Davis, Albin Frank—Ashtabula (O.) Lodge 547	10- 7-18	8
707	Davis, Blanch Clara—Lima (O.) Lodge 199	1- 1-19	13
708	Davis, Glenna Marie—Lima (O.) Lodge 199	1- 1-19	10
709	Davis, Charles Sylvester—Lima (O.) Lodge 199	1- 1-19	7
1127	Davis, Noah Elvin—Jacksonville (Fla.) Lodge 455	10-31-20	13
1128	Davis, Arthur Jennings—Jacksonville (Fla.) Lodge 455	10-31-20	12
1129	Davis, Zora Andrew—Jacksonville (Fla.) Lodge 455	10-31-20	9
1130	Davis, Ollie May—Jackson (Fla.) Lodge 455	10-31-20	6
1131	Davis, Van Cicero—Jacksonville (Fla.) Lodge 455	10-31-20	4
473	Davison, Edith Rosalind—Nome (Alaska) Lodge 1413	7-24-17	16
474	Davison, Edna Madaline—Nome (Alaska) Lodge 1413	7-24-17	12
475	Davison, Dorothy Hazel—Nome (Alaska) Lodge 1413	7-24-17	9
*476	Davison, Irene—Nome (Alaska) Lodge 1413	7-24-17	5
1355	Dermigny, Paul M.—Long Branch (N. J.) Lodge 1322	9-15-21	12
1356	Dermigny, George—Long Branch (N J.) Lodge 1322	9-15-21	8
769	Dershem, Clarence Edward—Milton (Pa.) Lodge 171	3-31-19	13
770	Dershem, Flora Ida—Milton (Pa.) Lodge 171	3-31-19	11
771	Dershem, Fay Elizabeth—Milton (Pa.) Lodge 171	3-31-19	8
772	Dershem, Sarah Amelia—Milton (Pa.) Lodge 171	3-31-19	6
773	Dershem, Eva Alnor—Milton (Pa.) Lodge 171	3-31-19	3
757	Desbles, Henry Arthur—New Orleans (La.) Lodge 477	3-15-19	17
758	Desbles, Lucile—New Orleans (La.) Lodge 477	3-15-19	15
759	Desbles, Albert Valentine—New Orleans (La.) Lodge 477	3-15-19	12
760	Desbles, Stephanie Marcelline—New Orleans (La.) Lodge 477	3-15-19	12
761	Desbles, Louis Frank—New Orleans (La.) Lodge 477	3-15-19	10
61	DiBona, Paul—Cincinnati (O.) Lodge 2	6-20-14	18
62	DiBona, Martha Margaret—Cincinnati (O.) Lodge 2	6-20-14	15
1477	Dillon, Robert Joseph—Scottdale (Pa.) Lodge 194	4-19-22	15
1478	Dillon, Harry Roy—Scottdale (Pa.) Lodge 194	4-19-22	13
1158	DiMiceli, Josephine—Pottsville (Pa.) Lodge 411	12- 1-20	10
1159	DiMiceli, Angelo—Pottsville (Pa.) Lodge 411	12- 1-20	9
1160	DiMiceli, Kathryn—Pottsville (Pa.) Lodge 411	12- 1-20	7
1161	DiMiceli, Frances—Pottsville (Pa.) Lodge 411	12- 1-20	5
1162	DiMiceli, Margaret—Pottsville (Pa.) Lodge 411	12- 1-20	3
52	Dodge, Marion May—Oskosh (Wis.) Lodge 282	6-11-14	18
436	Dodge, Elmer—Oshkosh (Wis.) Lodge 282	4- 9-17	15
458	Donaldson, Mary Ellen—Pittsburgh (Pa.) Lodge 47	5-15-17	15
459	Donaldson, David Joseph—Pittsburgh (Pa.) Lodge 47	5-15-17	13
662	Donohue, Frances Veronica—Showhegan (Me.) Lodge 863	8- 3-18	15
663	Donohue, James Gerald—Skowhegan (Me.) Lodge 863	8- 3-18	12
664	Donohue, Donald Ellsworth—Skowhegan (Me.) Lodge 863	8- 3-18	10
665	Donohue, Henry Anthony—Skowhegan (Me.) Lodge 863	8- 3-18	7
666	Donohue, Thomas Leroy—Skowhegan (Me.) Lodge 863	8- 3-18	6
557	Donovan, Eleanor—Sharon (Pa.) Lodge 292	1-14-18	16
558	Donovan, John Joseph—Sharon (Pa.) Lodge 292	1-14-18	12
559	Donovan, Allen Shontz—Sharon (Pa.) Lodge 292	1-14-18	9
1298	Dormer, Rhoda Marie—Shamokin (Pa.) Lodge 1149	4- 1-21	14

1299	Dormer, William Clement—Shamokin (Pa.) Lodge 1149	4- 1-21	12
961	Downs, Josephine Sicily—Rochester (Ind.) Lodge 1107	12-15-19	14
962	Downs, Florence Nelson—Rochester (Ind.) Lodge 1107	12-15-19	12
1026	Downs, Rosie Doyle—Rochester (Ind.) Lodge 1107	5- 1-20	16
1027	Downs, John Nelson—Rochester (Ind.) Lodge 1107	5- 1-20	7
1035	Duchez, Dorothy Lucile—East Palestine (O.) Lodge 467	6- 1-20	12
1036	Duchez, Louis John—East Palestine (O.) Lodge 467	6- 1-20	10
1037	Duchez, Hary Junior—East Palestine (O.) Lodge 467	6- 1-20	7
1038	Duchez, Gertrude Nellie May—East Palestine (O.) Lodge 467	6- 1-20	3
878	Duefield, Louis Emery—Ware (Mass.) Lodge 1438	7-16-19	12
879	Duefield, Rose Minnie—Ware, (Mass.) Lodge 1438	7-16-19	9
880	Duefield, George Alexander—Ware (Mass.) Lodge 1438	7-16-19	6
1180	Duhanel, Virginia Rose—Middletown (O.) Lodge 501	12-15-20	9
1268	Dunaway, Florence Onah—San Antonio (Tex.) Lodge 222	2- 1-21	12
1269	Dunaway, Eunice Mornia—San Antonio (Tex.) Lodge 222	2- 1-21	9
1270	Dunaway, Charlie Warren—San Antonio (Tex.) Lodge 222	2- 1-21	8
1271	Dunaway, Addie Mary—San Antonio (Tex.) Lodge 222	2- 1-21	5
503	Durbin, William Earl—Marion (Ind.) Lodge 253	10- 1-17	17
504	Durbin, Joseph Rhonald—Marion (Ind.) Lodge 253	10- 1-17	11
505	Durbin, Francis Laurence—Marion (Ind.) Lodge 253	10- 1-17	10
366	Eckels, Zola Pearl—Monongahela (Pa.) Lodge 125	8-22-16	17
367	Eckels, Dale O. P.—Monongahela (Pa.) Lodge 125	8-22-16	15
848	Elble, Hilda Frances—Philadelphia (Pa.) Lodge 54	5-31-19	13
849	Elble, Joseph Aloysius—Philadelphia (Pa.) Lodge 54	5-31-19	12
919	Elden, William Robert—Hastings (Pa.) Lodge 353	9- 1-19	10
920	Elden, John David—Hastings (Pa.) Lodge 353	9- 1-19	8
921	Elden, Levi Thomas—Hastings (Pa.) Lodge 353	9- 1-19	5
428	Eldredge, Virginia Viola—Salt Lake City (Utah) Lodge 259	3-18-17	18
1124	Evans, John Wesley—Sharon (Pa.) Lodge 292	11- 1-20	9
1125	Evans, Marion Arrett: —Sharon (Pa.) Lodge 292	11- 1-20	7
1126	Evans, Roxa Peace—Sharon (Pa.) Lodge 292	11- 1-20	3
477	Evans, Elsie May—Middletown (Ohio) Lodge 501	9- 1-17	7
835	Eyer, Lillie Mae—Hoopeston (Ill.) Lodge 1227	5-15-19	12
555	Fahlmark, Oscar Frank—Pottowatomie (St. Charles, Ill.) Lodge 1368	1- 2-18	15
567	Fansler, Edgar Homes—Elkins (W. Va.) Lodge 375	1-15-18	12
568	Fansler, Hugh William—Elkins (W. Va.) Lodge 375	1-15-18	9
569	Fansler, Mildred Susan—Elkins (W. Va.) Lodge 375	1-15-18	7
570	Fansler, Bernard Maxwell—Elkins (W. Va.) Lodge 375	1-15-18	5
1378	Farris, Archie Lee—Herrin (Ill.) Lodge 180	10-15-21	14
1379	Farris, Lorene—Herrin (Ill.) Lodge 180	10-15-21	10
1380	Farris, Mildred—Herrin (Ill.) Lodge 180	10-15-21	7
*182	Faust, Ellsworth Elias—Norristown (Pa.) Lodge 213	4 -3-15	18
1218	Faust, Leo Joseph—Negaunee (Mich.) Lodge 231	1- 1-21	14
1219	Faust, Viola Mary—Negaunee (Mich.) Lodge 231	1- 1-21	11
1312	Feder, Ewald Henry—Milwaukee (Wis.) Lodge 49	6- 1-21	13
1313	Feder, Herbert Joseph—Milwaukee (Wis.) Lodge 49	6- 1-21	12
1314	Feder, Eugene John—Milwaukee (Wis.) Lodge 49	6- 1-21	1
*1222	Fedortha, Michael—Farrell (Pa.) Lodge 55	1- 1-21	10
*536	Fenske, Mary Lucile—Duluth (Minn.) Lodge 505	12- 1-17	18
537	Fenske, Edward—Duluth (Minn.) Lodge 505	12- 1-17	17
538	Fenske, Joseph—Duluth (Minn.) Lodge 505	12- 1-17	14
539	Fenske, Margaret—Duluth (Minn.) Lodge 505	12- 1-17	12
540	Fenske, Martha—Duluth (Minn.) Lodge 505	12- 1-17	10
541	Fenske, Walter—Duluth, (Minn.) Lodge 505	12- 1-17	9
542	Fenske, John William—Duluth (Minn.) Lodge 505	12- 1-17	6
*1310	Ferguson, Paul Everett—Center of U. S. (Columbus, Ind.) Lodge 398	6- 1-21	14
1311	Ferguson, George Edgar—Center of U. S. (Columbus, Ind.) Lodge 398	6- 1-21	13
797	Ferrara, Jennie—Minersville (Pa.) Lodge 1138	4-15-19	13
798	Ferrara, Salverio Frank—Minersville (Pa.) Lodge 1138	4-15-19	10
799	Ferrara, Anna Mary—Minersville (Pa.) Lodge 1138	4-15-19	5
800	Ferrara, John—Minersville (Pa.) Lodge 1138	4-15-19	4
1300	Ferrara, Pasquale—Portsmouth (Va.) Lodge 898	3-30-21	12
1301	Ferrara, Lena—Portsmouth (Va) Lodge 898	3-30-21	11
1302	Ferrara, Antonio—Portsmouth (Va.) Lodge 898	3-30-21	9
1303	Ferrara, Nunzia—Portsmouth (Va.) Lodge 898	3-30-21	8
1304	Ferrara, Rosa—Portsmouth (Va.) Lodge 898	3-30-21	5
1305	Ferrara, Leo—Portsmouth (Va.) Lodge 898	3-30-21	4
853	Findlay, Alexander—Cambridge (Ohio) Lodge 631	6- 1-19	11
854	Findlay, Anna—Cambridge (Ohio) Lodge 631	6- 1-19	9
855	Findlay, Elizabeth—Cambridge (Ohio) Lodge 631	6- 1-19	7
676	Fitzgerald, Mary Ellen—Malden (Mass.) Lodge 646	8- 5-18	15
677	Fitzgerald, Edward Henry—Malden (Mass.) Lodge 646	8- 5-18	13
678	Fitzgerald, Thomas—Malden (Mass.) Lodge 646	8- 5-18	11
1416	Forrest, Thomas Francis—Prescott (Ariz.) Lodge 319	11-30-21	14
1417	Forrest, Mary Margaret—Prescott (Ariz.) Lodge 319	11-30-21	13
1381	Fors, Augusta Elizabeth—Hastings (Pa.) Lodge 353	10-15-21	8
1382	Fors, Edna Catherine—Hastings (Pa.) Lodge 353	10-15-21	7
1383	Fors, Francis Gustaf—Hastings (Pa.) Lodge 353	10-15-21	5
1384	Fors, Ronald Edgar—Hastings (Pa.) Lodge 353	10-15-21	3
1455	Francis, Domenic—Dover (N. J.) Lodge 541	2- 1-22	9
1456	Francis, Carlo America—Dover (N J.) Lodge 651	2- 1-22	7
1457	Francis, Mary Amia—Dover (N. J) Lodge 541	2- 1-22	5
401	Francisco, Albert—Sheahan (Canton, Ill.) Lodge 784	10-20-16	13
402	Francisco, Nicholas Harry—Sheahan (Canton, Ill.) Lodge 784	10-20-16	12
403	Francisco, Samuel Joseph—Sheahan (Canton, Ill.) Lodge 784	10-20-16	10

404	Francisco, Lucile—Sheahan (Canton, Ill.) Lodge 784	10-20-16	8
959	Francisco, Lowell Edward—Middletown (N. Y.) Lodge 339	12-15-19	9
960	Francisco, Kenneth Earl—Middletown (N. Y.) Lodge 339	12-15-19	7
1012	Francisco, Leonard Vincent—Middletown (N. Y.) Lodge 339	3-26-20	6
938	Frantz, Joseph LeRoy—DuBois (Pa.) Lodge 94	12- 1-19	14
1479	Frechette, Aurori Ella—St. Johnsbury (Vt.) Lodge 1242	4-17-22	13
1480	Frechette, Constance Emma—St. Johnsbury (Vt.) Lodge 1242	4-17-22	9
1481	Frechette, Joseph Edward—St. Johnsbury (Vt.) Lodge 1242	4-17-22	3
546	Freeman, Daniel John—Carondelet (Mo.) Lodge 860	12-15-17	13
547	Freeman, Edward—Carondelet (Mo.) Lodge 860	12-15-17	10
406	Freyling, Beatrice Viola—South Bethlehem (Pa) Lodge 535	11- 2-16	16
407	Freyling, Harvey Albert—South Bethlehem (Pa.) Lodge 535	11- 2-16	12
*408	Freyling, Clara Matilda—So. Bethlehem (Pa.) Lodge 535	11- 2-16	11
*409	Freyling, Russell Marcellus—South Bethlehem (Pa.) Lodge 535	11- 2-16	7
195	Frost, Beatrice—Detroit (Mich.) Lodge 160	5-15-15	14
*789	Fulp, Hazel Ilene—Winston-Salem (N. C.) Lodge 466	4-14-19	10
*790	Fulp, Mabel Marie—Winston-Salem (N. C.) Lodge 466	4-14-19	3
*791	Fulp Lorene Estelle—Winston-Salem (N. C.) Lodge 466	4-14-19	3
1225	Furnari, Bajio Horlando—Holloway (Ohio) Lodge 801	1-15-21	11
1226	Furnari, Rosarium Alfred—Holloway (Ohio) Lodge 801	1-15-21	9
1227	Furnari, Stella Marie—Holloway (Ohio) Lodge 801	1-15-21	7
1228	Furnari, Orlando Earl—Holloway (Ohio) Lodge 801	1-15-21	2
*274	Gaff, Arleene Mary—Kendallville (Ind.) Lodge 1301	3- 8-16	16
*978	Gallagher, Elizabeth Frances—Dayton (Ohio) Lodge 73	2- 1-20	15
*979	Gallagher, Mary Kathryne—Dayton (Ohio) Lodge 73	2- 1-20	12
902	Garity, Rachael Ellen—Wilkinsburg (Pa.) Lodge 115	8-15-19	14
903	Garity, Edward Raymond—Wilkinsburg (Pa.) Lodge 115	8-15-19	12
904	Garity, Orville James—Wilkinsburg (Pa.) Lodge 115	8-15-19	10
905	Garity, Arthur Joseph—Wilkinsburg (Pa.) Lodge 115	8-15-19	7
906	Garity, Marion Bernice—Wilkinsburg (Pa.) Lodge 115	8-15-19	4
347	George, Edgar—Windber (Pa.) Lodge 349	8- 1-16	16
348	George, Freda Belle—Windber (Pa.) Lodge 349	8- 1-16	14
349	George, Catherine Mae—Windber (Pa.) Lodge 349	8- 1-16	10
1136	Germaine, Edna Josephine—New London (Conn.) Lodge 344	11-15-20	15
1137	Germaine, Joseph Eugene—New London (Conn.) Lodge 344	11-15-20	10
1438	Gerscowitz, Harry—Columbia (Washington, D. C.) Lodge 126	1-16-22	13
1439	Gerscowitz, Celia—Columbia (Washington, D. C.) Lodge 126	1-16-22	11
1440	Gerscowitz, Rachael—Columbia (Washington, D. C.) Lodge 126	1-16-22	10
1181	Gibbons, Frances Alice—Newport (Ky.) Lodge 510	12-15-20	11
1182	Gibbons, Henry Edward—Newport (Ky.) Lodge 510	12-15-20	8
1183	Gibbons, John Frederick—Newport (Ky.) Lodge 510	12-15-20	6
1184	Gibbons, Robert—Newport (Ky.) Lodge 510	12-15-20	4
*177	Gillem, Frances—Redding (Calif) Lodge 1006	3-20-15	20
586	Givens, Florence—New Bedford (Mass.) Lodge 914	5- 1-18	18
587	Givens, William Clifton—New Bedford (Mass.) Lodge 914	5- 1-18	16
1357	Goddard, Silva May—Aurora (Ill) Lodge 400	9-15-21	9
1358	Goddard, Mildred Almeda—Aurora (Ill.) Lodge 400	9-15-21	7
1359	Goddard, Mary Jane—Aurora (Ill.) Lodge 400	9-15-21	5
1360	Goddard, Georgene—Aurora (Ill.) Lodge 400	9-15-21	3
1057	Golovitch, Edward Francis—Indianapolis (Ind.) Lodge 17	7-20-20	9
1058	Golovitch, Steven—Indianapolis (Ind.) Lodge 17	7-20-20	8
1059	Golovitch, Bernard John—Indianapolis (Ind) Lodge 17	7-20-20	4
1060	Golovitch, Mary Margaret—Indianapolis (Ind.) Lodge 17	7-20-20	4
577	Goold, Harold Olcott—St, Joseph (Mo.) Lodge 315	2- 3-18	17
578	Goold, Hazel Ida—St. Joseph (Mo.) Lodge 315	2- 3-18	17
579	Goold, William Lyman—St. Joseph (Mo.) Lodge 315	2- 3-18	14
235	Goss, Edward—McKee's Rocks (Pa.) Lodge 61	7-12-15	19
236	Goss, Alexander Edward—McKee's Rocks (Pa.) Lodge 61	7-12-15	15
237	Goss, Isabel Mae—McKee's Rocks (Pa.) Lodge 61	7-12-15	13
224	Gough, William Edward—Vermilion (Danville, Ill.) Lodge 1001	7- 9-15	17
225	Gough, Howard Raymond—Vermilion (Danville, Ill) Lodge 1001	7- 9-15	13
226	Gough, Everett Clyde—Vermilion (Danville, Ill.) Lodge 1001	7- 9-15	12
227	Gough, Bertha Irene—Vermilion (Danville, Ill.) Lodge 1001	7- 9-15	10
228	Gough, Russell Leon—Vermilion (Danville, Ill.) Lodge 1001	7- 9-15	9
83	Graham, Glenn Theodore—Sioux City (Iowa) Lodge 752	7-12-14	16
84	Graham, Dolly Helen—Sioux City (Iowa) Lodge 752	7-12-14	12
85	Graham, Sybil Belle—Sioux City (Iowa) Lodge 752	7-12-14	10
86	Graham, Frances Mae —Sioux City (Iowa) Lodge 752	7-12-14	9
350	Graham, Mary Louise—Sioux City (Iowa) Lodge 752	8- 6-16	7
262	Grant, John Charles—McKeesport (Pa.) Lodge 41	8-14-15	18
263	Grant Josephine Edna—McKeesport (Pa.) Lodge 41	8-14-15	16
264	Grant, Bertha, VanHorn—McKeesport (Pa.) Lodge 41	8-14-15	15
692	Green, John Richard—Maxey (Dawson, N. M.) Lodge 694	9- 1-18	15
1482	Green, Edith Dora—Virden (Ill.) Lodge 1032	4-19-22	12
1483	Green, Mary—Virden (Ill.) Lodge 1032	4-19-22	7
829	Guinn, Earl Wright—Carthage (Mo.) Lodge 839	5- 1-19	9
830	Guinn, Mary Carolyn—Carthage (Mo.) Lodge 839	5- 1-19	7
831	Guinn, Alberta May—Carthage (Mo.) Lodge 839	5- 1-19	6
453	Haag, Harry William—Burlington (Iowa) Lodge 579	5-15-17	9
454	Haag, Earl Richard—Burlington (Iowa) Lodge 579	5-15-17	7
431	Hagerty, Ruth—Franklin (Pa.) Lodge 83	4- 3-17	20
432	Hagerty, Mabel—Franklin (Pa.) Lodge 83	4- 3-17	17
433	Hagerty, Philip—Franklin (Pa.) Lodge 83	4- 3-17	16
434	Hagerty, Calvin—Franklin (Pa.) Lodge 83	4- 3-17	13
435	Hagerty, Roy—Franklin (Pa) Lodge 83	4- 3-17	8

625	Harper, Joseph Benjamin—East Chicago (Ind.) Lodge 1256	7-15-18	12
626	Harper, William Ernest—East Chicago (Ind) Lodge 1256	7-15-18	10
627	Harper, Mathilda—East Chicago (Ind.) Lodge 1256	7-15-18	8
628	Harper, Francis—East Chicago (Ind.) Lodge 1256	7-15-18	6
1221	Harris, Helen Jane—Mattoon (Ill.) Lodge 803	1- 1-21	8
721	Harvey, Fenton Sydney—Redding (Cal.) Lodge 1006	1-30-19	16
*41	Harvison, Louis William—Pittsburgh (Pa.) Lodge 46	1- 2-14	19
580	Hauke, Elizabeth—Harvey (Ill.) Lodge 1203	2-10-18	16
581	Hauke, Albert—Harvey (Ill.) Lodge 1203	2-10-18	11
672	Hayes, Cornelius Benedict—Western Star (Chicago, Ill.) Lodge 689	8- 5-18	15
673	Hayes, Francis Matthew—Western Star (Chicago, Ill.) Lodge 689	8- 5-18	7
*1262	Hendrickson, Viola—Englewood (Chicago, Ill.) Lodge 221	2- 1-21	10
*1263	Hendrickson, George Emil—Englewood (Chicago, Ill.) Lodge 221	2- 1-21	8
969	Hendrix, Harry Irvin—Bloomington (Ind.) Lodge 1081	1-19-20	14
970	Hendrix, Jesse Hurst—Bloomington (Ind.) Lodge 1081	1-19-20	11
118	Hickman, Keith James—Kemmerer (Wyo.) Lodge 1047	8-14-14	13
119	Hickman, Vernon Everett—Kemmerer (Wyo.) Lodge 1047	8-14-14	12
1484	Hill, Clair Mendon—Mauch Chunk (Pa) Lodge 1045	4-19-22	14
1485	Hill, Ralph Irwin—Mauch Chunk (Pa.) Lodge 1045	4-19-22	12
1486	Hill, Madeline Ida—Mauch Chunk (Pa.) Lodge 1045	4-19-22	8
1487	Hill, Mark Kermit—Mauch Chunk (Pa.) Lodge 1045	4-19-22	7
1488	Hill, Luke Raymond—Mauch Chunk (Pa.) Lodge 1045	4-19-22	5
1336	Hiller, Francis Eakin—Bower (W. Va.) Lodge 899	8- 1-21	12
1337	Hiller, Delbert Gordon—Bower (W. Va.) Lodge 899	8- 1-21	11
1338	Hiller, Mary Lee—Bower (W. Va.) Lodge 899	8- 1-21	9
1339	Hiller, Michael William—Bower (W. Va.) Lodge 899	8- 1-21	3
1340	Hiller, Violet Rose—Bower (W. Va.) Lodge 899	8- 1-21	1
1013	Hivnor, Walter Edward—Pittsburgh (Pa.) Lodge 46	4- 9-20	5
1014	Hivnor, Ruth Ethel—Pittsburgh (Pa.) Lodge 46	4- 9-20	3
712	Holtham, William Thomas—Gloversville (N. Y.) Lodge 351	1-15-19	14
713	Holtham, Thomas William—Gloversville (N. Y.) Lodge 351	1-15-19	11
1175	Holzer, Mary Marguerite—Aurora (Ill) Lodge 400	12-15-20	11
1176	Holzer, Anna Bernice—Aurora (Ill.) Lodge 400	12-15-20	9
1341	Hopkins, Charles Oliver—Kenosha (Wis. Lodge 286	7-31-21	13
1342	Hopkins, Alice May—Kenosha (Wis.) Lodge 286	7-31-21	10
1343	Hopkins, Mildred Emma—Kenosha (Wis.) Lodge 286	7-31-21	8
*989	Housel, Charles Louis—Pontiac (Mich.) Lodge 182	2-14-20	5
*991	Housel, Ruth May—Pontiac (Mich.) Lodge 182	2-14-20	3
305	Howell, Eugene Mason—Denver (Colo.) Lodge 21	6-22-16	13
1441	Huff, Eldred Earl—Fort Hamilton (Hamilton, Ohio) Lodge 1437	1-15-22	11
1442	Huff, Silvia Myrtle—Ft. Hamilton (Hamilton, Ohio) Lodge 1437	1-15-22	9
1443	Huff, Violet Ruby—Ft. Hamilton (Hamilton, Ohio) Lodge 1437	1-15-22	7
231	Huffman, Albert John—Dawson (Y. T.) Lodge 1393	7-12-15	13
233	Huffman, Mabel—Dawson (Y. T.) Lodge 1393	7-12-15	9
*311	Hyde, Ralph Sylvester—Warren (Pa.) Lodge 109	7-15-16	13
*312	Hyde, Alford Douglas—Warren (Pa.) Lodge 109	7-15-16	10
1048	Ice, Donald R. J —Marion (Ind.) Lodge 253	6-20-20	11
1049	Ice, Dorothy R. Z.—Marion (Ind.) Lodge 253	6-20-20	11
1020	Ingram, Laura—McKeesport (Pa.) Lodge 41	5- 1-20	11
1021	Ingram, Marie—McKeesport (Pa.) Lodge 41	5- 1-20	10
1022	Ingram, Sophia—McKeesport (Pa.) Lodge 41	5- 1-20	9
1023	Ingram, Annie—McKeesport (,Pa.) Lodge 41	5- 1-20	7
1275	Ireland, Norman Gerard—Norfolk (Va.) Lodge 39	3- 1-21	11
1276	Ireland, Rena Evelyn—Norfolk (Va.) Lodge 39	3- 1-21	7
575	Jane, Harold Dewane—Oneonta (N. Y.) Lodge 358	1-17-18	16
576	Jane, Gertrude Anna—Oneonta (N. Y.) Lodge 358	1-17-18	13
37	Jenkins, James Terro—Philadelphia (Pa.) Lodge 54	12-15-13	20
38	Jenkins, Lloyd—Philadelphia (Pa.) Lodge 54	12-15-13	19
891	Jenkins, Vivian Cora—Trenton (N. J.) Lodge 164	8- 1-19	9
892	Jenkins, Oliver—Trenton (N. J.) Lodge 164	8- 1-19	6
543	Jinkerson, Claude Haywood—Victor (Colo) Lodge 403	12-14-17	17
544	Jinkerson, Olive Emma—Victor (Colo.) Lodge 403	12-14-17	12
545	Jinkerson, Arthur Charles—Victor (Colo.) Lodge 403	12-14-17	9
792	Johnson, Noyes Burton—Drumright (Okla.) Lodge 1354	4-14-19	10
793	Johnson, Myrtle Elizabeth—Drumright (Okla.) Lodge 1354	4-14-19	8
686	Johnson, Leslie Frank—Gary (Ind.) Lodge 783	9- 1-18	17
687	Johnson, Lillian May—Gary (Ind.) Lodge 783	9- 1-18	16
688	Johnson, Marion Katherine—Gary (Ind.) Lodge 783	9- 1-18	14
689	Johnson, Vera Geraldine—Gary (Ind) Lodge 783	9- 1-18	13
*520	Johnson, Elnora Ailin—Pottowatomi (St. Charles, Ill.) Lodge 1368	7- 1-18	11
*621	Johnson, Herbert Edwin—Pottowatomi (St. Charles, Ill.) Lodge 1368	7- 1-18	8
*553	Johnson, Harry Junior—Chariton (Iowa) Lodge 1508	1- 1-18	7
*554	Johnson, Maxine Emaline—Chariton (Iowa) Lodge 1508	1- 1-18	5
*674	Johnson, Frankie Harriet—Chariton (Iowa) Lodge 1508	8- 5-18	4
*290	Johnson, Elma Violet—Newcastle (Pa.) Lodge 51	6- 1-16	20
*291	Johnson, Elsie Irene—Newcastle (Pa.) Lodge 51	6- 1-16	18
292	Johnson, Clifford Ernest—Newcastle (Pa.) Lodge 51	6- 1-16	16
293	Johnson, Leola Marie—Newcastle (Pa.) Lodge 51	6- 1-16	14
26	Jones, Wendell Edwin—Tacoma (Wash) Lodge 435	11- 1-13	20
27	Jones, Beatrice Neoma—Tacoma (Wash.) Lodge 435	11- 1-13	18
170	Jones, Lillian Arnetta—Scranton (Pa.) Lodge 42	1-19-15	18
288	Jones, Sara Sadie—Irwin (Pa.) Lodge 236	5-26-16	16
289	Jones, Thomas Lloyd—Irwin (Pa.) Lodge 236	5-26-16	11
*304	Jones, William Elmer—South Fork (Pa.) Lodge 255	6-16-16	9
640	Jones, Elizabeth Kathryn—Rome (N. Y.) Lodge 901	8- 1-18	13

641	Jones, Peleg Cyril—Rome (N. Y.) Lodge 901	8- 1-18	11
642	Jones, John Arvon—Rome (N. Y.) Lodge 901	8- 1-18	6
986	Jones, Edward Nels—Tacoma (Wash.) Lodge 435	2-14-20	13
987	Jones, Nellie Antonia—Tacoma (Wash.) Lodge 435	2-14-20	10
988	Jones, Agnes Jessie—Tacoma (Wash.) Lodge 435	2-14-20	9
1458	Jones, Russell LeRoy—Peru (Ind.) Lodge 249	2- 1-22	7
306	Kahley, John Robert—Keystone (Middletown, Pa.) Lodge 410	6-23-16	16
307	Kahley, William Harry—Keystone (Middletown, Pa.) Lodge 410	6-23-16	14
1317	Kallbacka, Hilda Elvira—Eureka (Utah) Lodge 1470	6-23-21	11
1318	Kallbacka, Arnold Sylvester—Eureka (Utah) Lodge 1470	6-23-21	8
1489	Kanapaux, Eugene Francis—Charleston (S. C.) Lodge 896	4-19-22	13
1490	Kanapaux, Mary Eleanor—Charleston (S. C) Lodge 896	4-19-22	4
373	Keevins, Harold—Pittsfield (Mass.) Lodge 1159	9- 2-16	14
*449	Kellison, Ralph Carey—Crawfordsville (Ind.) Lodge 6	5- 1-17	13
*450	Kellison, Opal Naomi—Crawfordsville (Ind.) Lodge 6	5- 1-17	10
1325	Kelly, Leola Ann—Granite (Berlin, N. H.) Lodge 1056	7- 1-21	11
1326	Kelly, Norman John—Granite (Berlin, N. H.) Lodge 1056	7- 1-21	10
1327	Kelly, Ronald Joseph—Granite (Berlin, N. H.) Lodge 1056	7- 1-21	7
1328	Kelly, Gordon,Edmund—Granite (Berlin, N. H.) Lodge 1056	7- 1-21	4
1050	Kessler, John Charles—Long Island City (N. Y.) Lodge 485	6-20-20	15
*1232	Kessler, William Frederick—Nanticoke (Pa.) Lodge 136	1-15-21	8
*1233	Kessler, Lawrence Melvin—Nanticoke (Pa.) Lodge 136	1-15-21	6
*1234	Kessler, Pearl Dorothy—Nanticoke (Pa.) Lodge 136	1-15-21	4
726	Keyser, Francis—Philadelphia (Pa.) Lodge 54	2-15-19	14
727	Keyser, Henry—Philadelphia (Pa.) Lodge 54	2-15-19	12
605	Kirish, Otto Dean—Springfield (Ohio) Lodge 536	6-15-18	8
606	Kirish, Ransom Adam—Springfield (Ohio) Lodge 536	6-15-18	7
*607	Kirish, Lillian Martha—Springfield (Ohio) Lodge 536	6-15-18	5
1066	Kirk, Benjamin Vincent—O'Fallon (Ill.) Lodge 216	8-16-20	11
1067	Kirk, Arthur Winston—O'Fallon, (Ill) Lodge 216	8-16-20	10
1068	Kirk, Sarah Alice—O'Fallon (Ill.) Lodge 216	8-16-20	7
1069	Kirk, Terrence Sumner—O'Fallon (Ill.) Lodge 216	8-16-20	6
1070	Kirk, Ruth Annie—O'Fallon (Ill.) Lodge 216	8-16-20	3
1173	Kirk, Virginia Elizabeth—O'Fallon (Ill.) Lodge 216	12- 1-20	1
*824	Kirsch, Adam—Quakertown (Pa.) Lodge 1622	5- 1-19	13
*825	Kirsch, Anna—Quakertown (Pa.) Lodge 1622	5- 1-19	11
*826	Kirsch, Maryanna—Quakertown (Pa.) Lodge 1622	5- 1-19	8
*827	Kirsch, Helen—Quakertown (Pa.) Lodge 1622	5- 1-19	7
*828	Kirsch, Frances—Quakertown (Pa.) Lodge 1622	5- 1-19	5
*907	Kirsch, Margaret—Quakertown (Pa.) Lodge 1622	8-15-19	12
*1203	Kirsch, Casper—Quakertown (Pa.) Lodge 1622	1- 1-21	4
1109	Kissel, Kathryn—Philadelphia (Pa.) Lodge 54	10-17-20	14
1110	Kissel, Morrison Charles—Philadelphia (Pa.) Lodge 54	10-17-20	11
1111	Kissel, Anna—Philadelphia (Pa.) Lodge 54	10-17-20	4
1010	Knapp, William George—Waterbury (Conn.) Lodge 703	4- 1-20	11
1011	Knapp, Doris Mary—Waterbury (Conn.) Lodge 703	4- 1-20	10
754	Knespel, Emma Helene—Milwaukee (Wis.) Lodge 49	3-15-19	8
755	Knespel, Katherine Wanda—Milwaukee (Wis) Lodge 49	3-15-19	6
756	Knespel, Louise Marie—Milwaukee (Wis.) Lodge 49	3-15-19	4
517	Kniser, Thomas John—Edwardsville (Ill.) Lodge 1561	11-15-17	17
518	Kniser, Elmer Joseph—Edwardsville (Ill.) Lodge 1561	11-15-17	16
*519	Kniser, Mildred Josephine—Edwardsville (Ill.) Lodge 1561	11-15-17	13
*520	Kniser, John Roy—Edwardsville (Ill.) Lodge 1561	11-15-17	9
838	Kratochville, Amelia Helen—Allegheny (Pa.) Lodge 47	5-15-19	6
847	Kratochville, Margaret Louise—Allegheny (Pa.) Lodge 47	5-31-19	3
886	Kuhn, James—Donora (Pa.) Lodge 150	8- 1-19	15
887	Kuhn, Kathryn Eva—Donora (Pa.) Lodge 150	8- 1-19	13
888	Kuhn, Thomas Cameron—Donora (Pa.) Lodge 150	8- 1-19	10
889	Kuhn, Clifford Woods—Donora (Pa.) Lodge 150	8- 1-19	9
890	Kuhn, William Victor—Donora (Pa.) Lodge 150	8- 1-19	5
1028	Kuhn, Jane Emily—Donora (Pa.) Lodge 150	5- 1-20	12
335	Kuhns, Victor Donald—Apollo (Pa.) Lodge 201	7-26-16	19
336	Kuhns, Richard Charles—Apollo (Pa.) Lodge 201	7-26-16	18
337	Kuhns, Evelyn Rella—Apollo (Pa.) Lodge 201	7-26-16	16
338	Kuhns, Helen Zelora—Apollo (Pa.) Lodge 201	7-26-16	15
339	Kuhns, Wallace George—Apollo (Pa.) Lodge 201	7-26-16	13
340	Kuhns Nelle Isabel—Apollo (Pa.) Lodge 201	7-26-16	12
341	Kuhns, Jean Dorothy—Apollo (Pa) Lodge 201	7-26-16	9
*1444	Kulp, Raymond Oscar—Reading (Pa.) Lodge 155	1-15-22	5
*1445	Kulp, William Walter—Reading (Pa.) Lodge 155	1-15-22	3
*1446	Kulp, Arthur Edward—Reading (Pa.) Lodge 155	1-15-22	1
*1277	LaBarre, Clarence Kenneth—Slate City (Bangor, Pa.) Lodge 72	3- 1-21	9
*1278	LaBarre, Ethel May—Slate City (Bangor, Pa.) Lodge 72	3- 1-21	3
*1279	LaBarre, Paul—Slate City (Bangor, Pa.) Lodge 72	3- 1-21	1
*69	Laflamme, Frank Henry—Attleboro (Mass.) Lodge 463	7- 1-14	19
70	Laflamme, Edna Jessie—Attleboro (Mass.) Lodge 463	7- 1-14	17
71	Laflamme, Raymond Merton—Attleboro (Mass.) Lodge 463	7- 1-14	15
72	Laflamme, George Clinton—Attleboro (Mass.) Lodge 463	7- 1-14	12
1409	Laflash, Ernest Isadore—Whitinsville (Mass.) Lodge 1213	11-14-21	11
1086	Lager, Helen Carrie—Fort Scott (Kans.) Lodge 697	9-15-20	12
1087	Lager, Minnie Marie—Fort Scott (Kans.) Lodge 697	9-15-20	11
1088	Lager, Marion Claus Oscar—Fort Scott (Kans.) Lodge 697	9-15-20	9
1089	Lager, Lawrence William—Fort Scott (Kans.) Lodge 697	9-15-20	7
1324	LaGest, Ruth Loraine—Sheridan(Wyo.) Lodge 674	6-29-21	13
5	Lane, Robert Edward—Columbus (Ohio) Lodge 11	7-26-13	17

484	Langford, Chester Emerson—Terre Haute (Ind.) Lodge 1009	9 -6-17	11
485	Langford, Ralph Thomas—Terre Haute (Ind.) Lodge 1009	9- 6-17	9
486	Langford, William Frederick—Terre Haute (Ind.) Lodge 1009	9- 6-17	8
487	Langford, Ora Christian—Terre Haute (Ind.) Lodge 1009	9- 6-17	5
851	Lathen, Charles—El Paso (Texas) Lodge 526	6- 1-19	12
852	Lathen, Lena—El Paso (Texas) Lodge 526	6- 1-19	10
130	Laughlin, Thomas Edward—Newark (Ohio) Lodge 499	9- 3-14	17
1280	Lawrence, Joseph William—Barnesboro (Pa) Lodge 170	3- 1-21	14
1281	Lawrence, William Ernest—Barnesboro (Pa.) Lodge 170	3- 1-21	12
1282	Lawrence, Harriet Ruth—Barnesboro (Pa.) Lodge 170	3- 1-21	9
1283	Lawrence, Leroy—Barnesboro (Pa.) Lodge 170	3- 1-21	5
1	Lee, Rudolph—Richmond (Ind.) Lodge 167	7-18-13	17
2	Lee, Leon—Richmond (Ind.) Lodge 167	7-18-13	12
3	Lee, Robert—Richmond (Ind.) Lodge 167	7-18-13	10
238	Lee, Mabel Leona—Gateway (Miami, Okla.) Lodge 1479	7-14-15	18
239	Lee, William Leslie—Gateway (Miami, Okla. Lodge 1479	7-14-15	16
240	Lee, Opal—Gateway (Miami, Okla.) Lodge 1479	7-14-15	14
241	Lee, Virgie Mae—Gateway (Miami, Okla.) Lodge 1479	7-14-15	12
156	Leimer, Ruth Winifred—South Norwalk (Conn.) Lodge 529	12-13-14	16
1099	Lewis, Coleman Garrett—Moberly (Mo.) Lodge 776	10-15-20	10
1100	Lewis, James Franklin—Moberly (Mo.) Lodge 776	10-15-20	8
1188	Linden, Albert Henry—Aurora (Ill.) Lodge 400	12-15-20	13
1189	Linden, Charles Everett—Aurora (Ill.) Lodge 400	12-15-20	11
429	Linville, William Foltz—Chicago (Ill.) Lodge 43	4- 2-17	9
430	Linville, Caroline Sarah—Chicago (Ill.) Lodge 43	4- 2-17	8
*317	Loftus, Catherine Eleanor—Anderson (Ind.) Lodge 1	7-17-16	18
318	Loftus, Joseph Eldridge—Anderson (Ind) Lodge 1	7-17-16	16
939	Lonchar, Mary—Christopher (Ill.) Lodge 1486	12- 1-19	13
940	Lonchar, Joseph—Christopher (Ill.) Lodge 1486	12- 1-19	11
941	Lonchar, Angelina—Christopher (Ill.) Lodge 1486	12- 1-19	10
942	Lonchar, Lena—Christopher (Ill.) Lodge 1486	12- 1-19	7
943	Lonchar, Thomas—Christopher (Ill.) Lodge 1486	12- 1-19	6
944	Lonchar, Luba—Christopher (Ill.) Lodge 1486	12- 1-19	4
*596	Long, Evelyn Louise—Bluefield (W. Va.) Lodge 1079	5-31-18	16
597	Long Maude Ethel—Bluefield (W. Va.) Lodge 1079	5-31-18	14
598	Long, Oroville Shields—Bluefield (W. Va.) Lodge 1079	5-31-18	13
599	Long, Mary Ruth—Bluefield (W. Va.) Lodge 1079	5-31-18	9
935	Long, Charlotte—Bluefield (W. Va.) Lodge 1079	12- 1-19	7
936	Long, Edwin—Bluefield (W. Va.) Lodge 1079	12- 1-19	6
937	Long, Charles—Bluefield (W. Va.) Lodge 1079	12- 1-19	5
*93	Lord, Howard Garland—Leadville (Colo) Lodge 342	7-18-14	19
*94	Lord, Myrtle Lenora—Leadville (Colo.) Lodge 342	7-18-14	18
95	Lord, Iva Alberta—Leadville (Colo.) Lodge 342	7-18-14	17
96	Lord, Doris Ethel—Leadville (Colo.) Lodge 342	7-18-14	12
1403	Lyons, William Rennie—Englewood (Chicago, Ill.) Lodge 221	11- 1-21	1
1286	McAuley, Carl—Christopher (Ill.) Lodge 1486	4- 1-21	14
1287	McAuley, Vernon—Christopher (Ill.) Lodge 1486	4- 1-21	12
*121	McClintock, William Milton—Johnsonburg (Pa.) Lodge 149	8-29-14	20
374	McClure, James Clinton—Vincennes (Ind.) Lodge 891	9- 8-16	15
375	McClure, Marcus Charles—Vincennes (Ind.) Lodge 891	9- 8-16	10
836	McCollum, Carl Vernon—Coatesville (Pa.) Lodge 297	5-15-19	13
550	McConihay, Gladwin Edward—Toledo (Ohio) Lodge 713	12-18-17	16
595	McConihay, Fred Howard—Toledo (Ohio) Lodge 713	5-15-18	18
1208	McDonald, John William—Hartford City (Ind.) Lodge 225	1- 1-21	11
1209	McDonald, Robert Henry—Hartford City (Ind.) Lodge 225	1- 1-21	9
1210	McDonald, George Burnham—Hartford City (Ind.) Lodge 225	1- 1-21	8
1211	McDonald, Howard Wendall—Hartford City (Ind.) Lodge 225	1- 1-21	7
272	McFate, Frank—Chester (Pa.) Lodge 285	12-14-15	19
928	McGee, Thomas Francis—Philadelphia (Pa.) Lodge 54	10- 1-19	14
929	McGee, John Joseph—Philadelphia (Pa.) Lodge 54	10- 1-19	12
930	McGee, Matthew—Philadelphia (Pa.) Lodge 54	10- 1 19	9
994	McGinnis, Katherine Mary—Kemmerer (Wyo) Lodge 1047	2-15-20	7
995	McGinnis, Alice Marguerite—Kemmerer (Wyo.) Lodge 1047	2-15-20	5
1090	McLaughlin, Alice Marie—Blairsville (Pa.) Lodge 187	9-15-20	8
1091	McLaughlin, Laverne Elizabeth—Blairsville (Pa.) Lodge 187	9-15-20	6
1092	McLaughlin, Wilda Hazel—Blairsville (Pa.) Lodge 187	9-15-20	4
*821	McRae, Lloyd—Bisbee (Ariz.) Lodge 718	5- 1-19	12
*822	McRae, Theda—Bisbee (Ariz.) Lodge 718	5- 1-19	10
*823	McRae, Joseph Veryl—Bisbee (Ariz.) Lodge 718	2-15-20	6
1170	Marchal, Thelma Cecelia—Marion (Ind.) Lodge 253	12- 1-20	15
1171	Marchal, Joseph Alexander—Marion (Ind.) Lodge 253	12- 1-20	13
1172	Marchal, Kathleen Elizabeth—Marion (Ind.) Lodge 253	12- 1-20	7
842	Marotta, Robert Gabriele—Philadelphia (Pa.) Lodge 54	5-17-19	12
843	Marotta, Theresa Carmine—Philadelphia (Pa.) Lodge 54	5-17-19	10
844	Marotta, Rose Marie—Philadelphia (Pa.) Lodge 54	5-17-19	8
845	Marotta, Margaret—Philadelphia (Pa.) Lodge 54	5-17-19	7
846	Marotta, Mary—Philadelphia (Pa.) Lodge 54	5-17-19	4
807	Marshall, Eleanor—White Antler (Belleville, Ill.) Lodge 1221	4-15-19	16
808	Marshall, Edith Mary—White Antler (Belleville, Ill.) Lodge 1221	4-15-19	15
809	Marshall, George Gilbert—White Antler (Belleville, Ill.) Lodge 1221	4-15-19	11
810	Marshall, Elsie—White Antler (Belleville, Ill.) Lodge 1221	4-15-19	6
899	Martin, Nancy Maude—Washington (Ind) Lodge 1080	8-15-19	11
900	Martin, Robert Ellsworth—Washington (Ind.) Lodge 1080	8-15-19	7
901	Martin, Lizzie Gertrude—Washington (Ind.) Lodge 1080	8-15-19	4
1334	Martin, Helen Ruth—Quincy (Mass.) Lodge 413	7-19-21	13

*186	Mathers, Alice Ethel—Houston (Tex.) Lodge 24	4-20-15	19
187	Mathers, Ruth Deneise—Houston (Tex.) Lodge 24	4-20-15	15
139	Matuszak, George Lewis—Pittsburgh (Pa.) Lodge 46	10-10-14	12
140	Matuszak, Josephine Elizabeth—Pittsburgh (Pa.) Lodge 46	10-10-14	9
*1306	Maxwell, Margaret—Forest (Hillsboro, Ill.) Lodge 1377	4- 1-21	12
*1307	Maxwell, Marie Sneddon—Forest (Hillsboro, Ill.) Lodge 1377	4- 1-21	8
593	Merrill, Paul Leon—Cambridge (Ohio) Lodge 631	5-15-18	15
594	Merrill, William Clarence—Cambridge (Ohio) Lodge 631	5-15-18	12
691	Merrill, Ray Shannon—Cambridge (Ohio) Lodge 631	9- 1-18	8
1147	Michael, Karl Richard—Allentown (Pa.) Lodge 129	11-15-20	14
1148	Michael, Harold Sidney—Allentown (Pa.) Lodge 129	11-15-20	12
1149	Michael, Delores Evonia—Allentown (Pa.) Lodge 129	11-15-20	9
1150	Michael, Nutura Brown—Allentown (Pa.) Lodge 129	11-15-20	3
1151	Michael, Edward Roland—Allentown (Pa.) Lodge 129	11-15-20	6
1107	Miller, Raymond E.—Connersville (Ind.) Lodge 1160	10-15-20	16
1108	Miller, Robert J. Connersville (Ind.) Lodge 1160	10-15-20	10
1141	Miller, Gladys Mary—Friendship (Meyersdale. Pa.) Lodge 76	11-15-20	13
1142	Miller, Lucy Belle—Friendship (Meyersdale, Pa.) Lodge 76	11-15-20	9
*1139	Minks, Earl Leroy—Steubenville (Ohio) Lodge 619	11-15-20	11
*1140	Minks, Elsie Ethel—Steubenville (Ohio) Lodge 619	11-15-20	7
479	Mitchell, Howard Clyde—Pottsville (Pa) Lodge 411	9- 1-17	16
480	Mitchell, Emerson—Pottsville (Pa.) Lodge 411	9- 1-17	13
481	Mitchell, Lawrence—Pottsville (Pa.) Lodge 411	9- 1-17	11
514	Mitchell, Georgene—Pottsville (Pa.) Lodge 411	11- 1-17	7
865	Mitchell, Thomas Michael—Granite City (Ill.) Lodge 272	6-22-19	12
866	Mitchell, Christina Isabel—Granite City (Ill.) Lodge 272	6-22-19	10
867	Mitchell, Roscoe Laverne—Granite City (Ill.) Lodge 272	6-22-19	7
868	Mitchell, Martha Elizabeth—Granite City (Ill.) Lodge 272	6-22-19	6
924	Monk, Charles LaVerne—Maxey (Dawson, N. Mex.) Lodge 694	9-15-19	13
925	Monk, Clarence Wallace—Maxey (Dawson, N. Mex.) Lodge 694	9-15-19	8
1094	Monroe, Jacob Nelson—Indianapolis (Ind.) Lodge 17	10- 3-20	11
1095	Monroe, William Robert—Indianapolis (Ind.) Lodge 17	10- 3-20	6
*1096	Monroe, Edna Catherine—Indianapolis (Ind.) Lodge 17	10- 3-20	4
*1097	Monroe, Harry Hunter—Indianapolis (Ind.) Lodge 17	10- 3-20	2
927	Moody, Frederick J.—Kewanee (Ill.) Lodge 1261	9-15-19	14
869	Moore, James Worley—Coeburn (Va.) Lodge 948	6-22-19	11
870	Moore, Ina Margaret—Coeburn (Va.) Lodge 948	6-22-19	9
1200	Morrell, Mildred Lenore—Elkhart (Ind) Lodge 599	12-15-20	13
1201	Morrell, Harley Darwin—Elkhart (Ind.) Lodge 599	12-15-20	9
278	Morris, Frances Thelma—Portage, (Pa.) Lodge 131	4-19-16	19
279	Morris, Donald Howard—Portage (Pa.) Lodge 131	4-19-16	17
280	Morris, Josephine Virginia—Portage (Pa.) Lodge 131	4-19-16	12
281	Morris, Geraldine Winifred—Portage (Pa.) Lodge 131	4-19-16	10
271	Morse, Laura Davis—Oakland (Calif.) Lodge 324	10-30-15	12
615	Moxley, Donald Harry—Akron (Ohio) Lodge 62	7- 1-18	17
616	Moxley, Marcella Frances—Akron (Ohio) Lodge 62	7- 1-18	15
1361	Moyer, Paul Richard—Pottstown (Pa.) Lodge 369	9-15-21	14
1362	Moyer, Mary Elizabeth—Pottstown (Pa.) Lodge 369	9-15-21	12
1363	Moyer, Anthony Russell—Pottstown (Pa.) Lodge 369	9-15-21	10
1364	Moyer, William George—Pottstown (Pa.) Lodge 369	9-15-21	5
563	Mulligan, Thomas Francis—Braddock (Pa.) Lodge 57	1-15-18	13
564	Mulligan, Edward James—Braddock (Pa.) Lodge 57	1-15-18	11
565	Mulligan, Elizabeth Mary—Braddock (Pa.) Lodge 57	1-15-18	9
613	Mulligan, James Joseph—Braddock (Pa.) Lodge 57	7- 1-18	7
614	Mulligan, John Dennis—Braddock (Pa.) Lodge 57	7- 1-18	5
1365	Murphy, Margaret M.—Rochester (N. Y.) Lodge 113	9-19-21	8
1366	Murphy, Robert J.—Rochester (N. Y) Lodge 113	9-19-21	5
1367	Murphy, George D.—Rochester (N. Y) Lodge 113	9-19-21	1
1008	Murray, George Ernest—Chicago (Ill.) Lodge 43	3-15-20	9
967	Nash, Edna May—Baker, (Ore.) Lodge 495	1-14-20	10
968	Nash, Iola Belle —Baker (Ore.) Lodge 495	1-14-20	4
748	Neidig, Milton Enoch—Sunbury (Pa.) Lodge 181	3-14-19	7
749	Neidig, Esther May—Sunbury (Pa.) Lodge 181	3-14-19	5
590	Nelson, Rose Evelyn—Grand Island (Neb.) Lodge 356	5-15-18	12
591	Nelson, Robert Nevin—Grand Island (Neb.) Lodge 356	5-15-18	7
881	Nelson. Alice Lucile—Grand Island (Neb.) Lodge 356	7-19-19	9
1062	Neve, LaSalle Charles—Montcalm (Greenville, Mich.) Lodge 769	8- 1-20	14
1063	Neve, Ira Angus—Montcalm (Greenville, Mich.) Lodge 769	8- 1-20	10
1064	Neve, Leland B.—Montcalm (Greenville, Mich.) Lodge 769	8- 1-20	6
1065	Neve, Marjorie Ruth—Montcalm (Greenville, Mich.) Lodge 769	8- 1-20	3
1344	Newman, Leo Edward—Easton (Pa.) Lodge 45	8- 1-21	8
1345	Newman, John Vincent—Easton (Pa.) Lodge 45	8- 1-21	7
1346	Newman, Elizabeth Winifred—Easton (Pa) Lodge 45	8- 1-21	5
*629	Nicholson, Wm. Charles—Philipsburg (Pa.) Lodge 123	7-15-18	13
*630	Nicholson, Robert Dinger—Philipsburg (Pa.) Lodge 123	7-15-18	10
1152	Noeth, Mercedes Theresa—Rochester (N. Y.) Lodge 113	11-26-20	9
1153	Noeth, Rita Anna—Rochester (N. Y.) Lodge 113	11-26-20	7
1154	Noeth, John Frank—Rochester (N. Y.) Lodge 113	11-26-20	6
1155	Noeth, Estella Marie—Rochester (N. Y. Lodge 113	11-26-20	4
1156	Noeth, Jerome Francis—Rochester (N. Y.) Lodge 113	11-26-20	3
1157	Noeth, Frank Jacob—Rochester (N. Y.) Lodge 113	11-26-20	1
452	Norton, Walter Henry—Minneapolis (Minn.) Lodge 38	5-15-17	19
19	Null, William Walter—Youngwood (Pa.) Lodge 23	10- 7-13	18
20	Null, Robert Thomas—Youngwood (Pa.) Lodge 23	10- 7-13	17
1368	O'Donnell, Adelaide —Gloversville (N. Y.) Lodge 351	9-15-21	14

1369	O'Donnell, Franklin—Gloversville (N. Y.) Lodge 351	9-15-21	12
1370	O'Donnell, Helen Louise—Gloversville (N. Y.) Lodge 351	9-15-21	7
556	Oneal, Gladys Pearl—Streator (Ill.) Lodge 372	1- 3-18	11
1080	Osborn, Gertrude May—Wrangell (Alaska) Lodge 866	9- 4-20	13
1081	Osborn, Albert—Wrangell (Alaska) Lodge 866	9- 4-20	10
1082	Osborn, Annie Frances—Wrangell (Alaska) Lodge 866	9- 4-20	8
*774	Overstreet, Pearl Irene—Des Moines (Ia.) Lodge 849	4- 1-19	15
*775	Overstreet, Helen Marie—Des Moines (Ia.) Lodge 849	4- 1-19	14
*776	Overstreet, Hazel Estella—Des Moines (Ia.) Lodge 849	4- 1-19	11
1459	Pack, Martha Bell—Columbus (Ohio) Lodge 1641	2- 1-22	12
1460	Pack, Paul Robert—Columbus (Ohio) Lodge 1641	2- 1-22	7
603	Padgett, Wm. James—Elmira (N. Y.) Lodge 517	6-15-18	14
604	Padgett, Floyd Clyde—Elmira (N. Y.) Lodge 517	6-15-18	12
1385	Pahl, Irene Mildred—Davenport (Iowa) Lodge 28	10-15-21	11
1386	Pahl, Lucille—Davenport (Iowa) Lodge 28	10-15-21	9
1387	Pahl, Victor—Davenport (Iowa) Lodge 28	10-15-21	7
1388	Pahl, Leona—Davenport (Iowa) Lodge 28	10-15-21	6
1389	Pahl, Francis Ford—Davenport (Iowa) Lodge 28	10-15-21	3
1418	Pearson, Esther Fern—Woodlawn (Pa.) Lodge 379	12- 2-21	5
762	Pelles, William—Pittsburgh (Pa.) Lodge 46	4- 1-19	17
763	Pelles, Frank—Pittsburgh (Pa.) Lodge 46	4- 1-19	14
765	Pelles, Geggila—Pittsburgh (Pa.) Lodge 46	4- 1-19	8
483	Phillips, David—Bridgeport (Conn.) Lodge 289	9- 6-17	16
622	Pickering, Mary Pauline—Terre Haute (Ind.) Lodge 1009	7- 1-18	13
623	Pickering, Darwin G.—Terre Haute (Ind.) Lodge 1009	7- 1-18	11
624	Pickering, Paul Maurice—Terre Haute (Ind.) Lodge 1009	7- 1-18	8
420	Pickett, Carl Ining—Rose City (Newcastle, Ind.) Lodge 147	1- 8-17	15
601	Plummer, Hilda Irene—Portage (Pa.) Lodge 131	6-15-18	15
451	Poirier, Corona—Chicopee Falls (Mass.) Lodge 1357	5- 4-17	12
*216	Poirier, Leonel—Chicopee Falls (Mass.) Lodge 1357	6-24-15	16
217	Poirier, Cyprien—Chicopee Falls (Mass.) Lodge 1357	6-24-15	14
460	Pommet, Carlton—Gloucester (Mass.) Lodge 1471	5-18-17	13
461	Pommet, Harriet—Gloucester (Mass.) Lodge 1471	5-18-17	12
462	Pommet, Francis—Gloucester (Mass.) Lodge 1471	5-18-17	8
165	Pratt, Ralph Donald—Westfield (N. Y.) Lodge 118	1- 4-15	15
166	Pratt, Walter Raymond—Westfield (N. Y.) Lodge 118	1- 4-15	12
167	Pratt, Murle Lloyd—Westfield (N. Y.) Lodge 118	1- 4-15	11
811	Pratte, Rudolph Roderick—Pawtucket (R. I.) Lodge 377	4-15-19	15
812	Pratte, Leo Edward—Pawtucket (R. I.) Lodge 377	4-15-19	13
*813	Pratte, Rosina Paquita—Pawtucket (R. I.) Lodge 377	4-15-19	12
814	Pratte, Teresa Beatrice—Pawtucket (R. I.) Lodge 377	4-15-19	10
815	Pratte, Noe—Pawtucket (R. I.) Lodge 377	4-15-19	8
816	Pratte, Evangeline Pameline—Pawtucket (R. I.) Lodge 377	4-15-19	7
817	Pratte, Bertha—Pawtucket (R. I.) Lodge 377	4-15-18	3
530	Prehm, Laverne—Bloomington (Ill.) Lodge 745	12- 1-17	15
531	Prehm, Marie—Bloomington (Ill.) Lodge 745	12- 1-17	10
856	Pscherer, Lena Irene—Omaha (Nebr.) Lodge 90	6-13-19	12
857	Pscherer, Lester Alfred—Omaha (Nebr.) Lodge 90	6-13-19	10
858	Pscherer, Roderick Eugene—Omaha (Nebr.) Lodge 90	6-13-19	8
463	Raifsnyder, Harold Prindle—Bridgeport (Ill.) Lodge 622	6- 1-17	12
464	Raifsnyder, Robert Franklin—Bridgeport (Ill.) Lodge 622	6- 1-17	11
667	Raifsnyder, Mary Irene—Bridgeport (Ill.) Lodge 622	8- 5-18	9
668	Raifsnyder, Elizabeth Anne—Bridgeport (Ill.) Lodge 622	8- 5-18	8
566	Randall, Howard Felt—Chicago (Ill.) Lodge 1181	1-15-18	17
589	Randall, Ruth Edna (Chicago, Ill.) Lodge 118	5-15-18	6
1030	Reedy, Margaret Evelyn—Pittsburgh (Pa.) Lodge 46	6- 1-20	11
1031	Reedy, Erwin Henry—Pittsburgh (Pa.) Lodge 46	6- 1-20	6
*783	Reese, Ernest Reuben—St. Joseph (Mo.) Lodge 315	3-15-20	10
1419	Reese, William Van—Colorado Springs (Colo.) Lodge 244	11-29-21	9
1420	Reese, Lorena—Colorado Springs (Colo.) Lodge 244	11-29-21	7
1421	Reese, David—Colorado Springs (Colo.) Lodge 244	11-29-21	4
701	Regner, John Julius—Columbus (Ohio) Lodge 11	1- 1-19	15
702	Regner, Bernadine Sarah—Columbus (Ohio) Lodge 11	1- 1-19	12
703	Regner, Mary Jeanette—Columbus (Ohio) Lodge 11	1- 1-19	10
704	Regner, John Harrison—Columbus (Ohio) Lodge 11	1- 1-19	8
705	Regner, Anna Barbara—Columbus (Ohio) Lodge 11	1- 1-19	7
706	Regner, Adam George Ludwig—Columbus (Ohio) Lodge 11	1- 1-19	4
1004	Reinel, Jean Henriette—Ellwood City (Pa.) Lodge 93	3-15-20	13
1005	Reinel, Robert Henry—Ellwood City (Pa.) Lodge 93	3-15-20	9
1006	Reinel, Joseph—Ellwood City (Pa.) Lodge 93	3-15-20	6
948	Reynolds, Leola Fay—Princeton (W. Va.) Lodge 1521	12- 1-19	12
949	Reynolds, Edna Hollis—Princeton (W. Va.) Lodge 1521	12- 1-19	10
950	Reynolds, Wister Thomas—Princeton (W. Va.) Lodge 1521	12- 1-19	8
951	Reynolds, Calvin Chester—Princeton (W. Va.) Lodge 1521	12- 1-19	4
1009	Reynolds, Leonard Lee—Princeton (W. Va.) Lodge 1521	1-25-20	2
248	Ridley, Coral—Cleveland (Ohio) Lodge 63	7-16-15	18
249	Ridley, Evelyn Caroline—Cleveland (Ohio) Lodge 63	7-16-15	11
250	Ridley, George—Cleveland (Ohio) Lodge 63	7-16-15	9
*976	Riley, Donald Bandon—Dayton (Ohio) Lodge 73	2- 1-20	11
*977	Riley, Eleanor Louise—Dayton (Ohio) Lodge 73	4-15-20	10
780	Roach, Wilmot Harold—Charleston (S. C.) Lodge 896	4- 1-19	11
781	Roach, Thos. James—Charleston (S. C.) Lodge 896	4- 1-19	8
382	Robertson, Robert Louis—Austin (Pa.) Lodge 257	9-20-16	20
383	Robertson, Mary Creighton—Austin (Pa.) Lodge 257	9-20-16	17
384	Robertson, William James—Austin (Pa.) Lodge 257	9-20-16	15

945	Robinson, Arthur Bryant—Evansville (Ind.) Lodge 85	12- 1-19	12
946	Robinson, Emma Rosaline—Evansville (Ind.) Lodge 85	12- 1-19	8
947	Robinson, Louis Clarence—Evansville (Ind.) Lodge 85	12- 1-19	5
1474	Rodgers, Elizabeth Reta—Atlantic City (N. J.) Lodge 116	4- 2-22	7
1475	Rodgers, John James—Atlantic City (N. J) Lodge 116	4- 2-22	6
1476	Rodgers, Martin Hugh—Atlantic City (N. J.) Lodge 116	4- 2-22	4
1043	Rosenbaum, Harry John—Fond du Lac (Wis) Lodge 281	6-20-20	13
1044	Rosenbaum, Robert George—Fond du Lac (Wis.) Lodge 281	6-20-20	12
*1216	Rosenquist, Hjalmer Ferdinand—Dubuque (Ia) Lodge 355	1- 1-21	14
571	Rust, Delia Rosetta—Springfield (Ohio) Lodge 536	1-16-18	12
572	Rust, Nettie Marie—Springfield (Ohio) Lodge 536	1-16-18	9
573	Rust, Carrie Violet—Springfield (Ohio) Lodge 536	1-16-18	8
574	Rust, Alexander Henry—Springfield (Ohio) Lodge 536	1-16-18	6
871	Rutherford, James Francis—Camden (N. J.) Lodge 111	6-22-19	9
282	St. Marie, Blake—Drumright (Okla.) Lodge 1354	5-16-16	19
283	St. Marie, Irene—Drumright (Okla.) Lodge 1354	5-16-16	16
284	St. Marie, Olive—Drumright (Okla.) Lodge 1354	5-16-16	15
285	St. Marie, Cecil—Drumright (Okla.) Lodge 1354	5-16-16	13
286	St. Marie, Edna—Drumright (Okla.) Lodge 1354	5-16-16	8
287	St. Marie, Grace—Drumright (Okla.) Lodge 1354	5-16-16	7
328	Sangrelet, Marshall Charles—Collinsville (Ill.) Lodge 1370	7-21-16	18
329	Sangrelet, Thelma Louise—Collinsville (Ill) Lodge 1370	7-21-16	11
330	Sangrelet, Irvin—Collinsville (Ill.) Lodge 1370	7-21-16	9
112	Sauer, Louise Mabel—San Francisco (Calif.) Lodge 26	8- 9-14	19
113	Sauer, Madeline Adele—San Francisco (Calif.) Lodge 26	8- 9-14	17
114	Sauer, Henry Minor—San Francisco (Calif) Lodge 26	8- 9-14	9
465	Saunders, Henry Bertie—Beckley (W. Va.) Lodge 1606	6-30-17	15
466	Saunders, Ariel Elizabeth—Beckley (W. Va.) Lodge 1606	6-30-17	14
467	Saunders, Archie Ebenezer—Beckley (W. Va.) Lodge 1606	6-30-17	14
468	Saunders, Bess Florence—Beckley (W. Va.) Lodge 1606	6-30-17	11
1422	Saville, Jean Francis—International Falls (Minn.) Lodge 1259	12- 1-21	10
1423	Saville, Caroline Hazel—International Falls (Minn.) Lodge 1259	12- 1-21	8
1424	Saville, Barrett Glenn—International Falls (Minn.) Lodge 1259	12- 1-21	6
508	Scheirer, Hilda Louise—Syracuse (N. Y.) Lodge 625	10-30-17	15
509	Scheirer, Erma Daisy—Syracuse (N. Y.) Lodge 625	10-30-17	13
588	Schiemann. Acton Carl—Rochester (N. Y.) Lodge 113	5- 1-18	19
427	Schmidt, Walter Fred—Milwaukee (Wis) Lodge 49	2-25-17	19
512	Schmidt. Gertrude Frieda—Milwaukee (Wis.) Lodge 49	11- 1-17	17
184	Schott, Franklin Benjamin—Highlandtown (Md.) Lodge 176	4-17-15	20
185	Schott, Frederick—Highlandtown (Md.) Lodge 176	4-17-15	18
1253	Schroeder, Henry Aloysius—Jersey Citv (N. J.) Lodge 266	2- 1-21	14
1254	Schroeder, Edward Aloysius—Jersey Citv (N. J.) Lodge 266	2- 1-21	11
1255	Schroeder, Francis John—Jersey Citv (N. J.) Lodge 266	2- 1-21	9
1256	Schroeder, Eugenie Lillian—Jersey City (N. J.) Lodge 266	2- 1-21	4
1018	Schwebel, Anna Mary—Lancaster (Pa.) Lodge 299	4-15-20	15
1007	Schwebel, Charles Henry—Lancaster (Pa.) Lodge 299	3-15-20	12
416	Schwitzer, Helen Mary—Roseland (Chicago. Ill.) Lodge 1062	12-10-16	14
1098	Scott, Gertrude Catherine—Richwood (W. Va.) Lodge 770	10-14-20	9
1220	Scott, Robert Frank—Youngstown (Ohio) Lodge 79	1- 1-21	12
863	Sells, Clarence Leland—Bakersfield (Calif.) Lodge 473	6-14-19	15
864	Sells, Elsie Jean—Bakersfield (Calif.) Lodge 473	6-14-19	11
80	Shambaugh, Reba Rebecca—Harrisburg (Pa.) Lodge 107	7-11-14	17
81	Shambaugh, Knox Theodore—Harrisburg (Pa.) Lodge 107	7-11-14	15
82	Shambaugh, Hugh Joseph—Harrisburg (Pa.) Lodge 107	7-11-14	13
1491	Shepherdson, Anna Frances—Portsmouth (Va.) Lodge 898	4-19-22	8
1492	Shepherdson, Charles Jefferson—Portsmouth (Va.) Lodge 898	4-19-22	6
1493	Shepherdson, Lola Lee—Portsmouth (Va.) Lodge 898	4-19-22	4
33	Shigley, Paul Elmer—Elkhart (Ind.) Lodge 599	11- 9-13	15
34	Shigley, Winifred Alberta—Elkhart (Ind.) Lodge 599	11- 9-13	12
35	Shigley, Elizabeth Marie—Elkhart (Ind.) Lodge 599	11- 9-13	9
1163	Shrieve, Theresa Patricia—San Francisco (Cal.) Lodge 26	12- 1-20	15
1164	Shrieve, Harrison George—San Francisco (Cal.) Lodge 26	12- 1-20	12
1165	Shrieve, John Van Meter—San Francisco (Cal.) Lodge 26	12- 1-20	11
1166	Shrieve, George Tuffley Jr.—San Francisco (Cal.) Lodge 26	12- 1-20	8
1045	Silver, John Peter—S. Bethlehem (Pa.) Lodge 535	6-20-20	15
1046	Silver, Mary Ester—S. Bethlehem (Pa.) Lodge 535	6-20-20	12
1047	Silver, Raymond—S. Bethlehem (Pa.) Lodge 535	6-20-20	10
331	Simmen, George Robert—Hill Top (Pittsburgh, Pa.) Lodge 151	7-22-16	18
332	Simmen, Cecil Kenneth—Hill Top (Pittsburgh, Pa.) Lodge 151	7-22-16	14
1425	Simmons, Alvin Carl—Milwaukee (Wis.) Lodge 49	12- 1-21	10
1426	Simmons, Frederick George—Milwaukee (Wis) Lodge 49	12- 1-21	8
1427	Simmons, Francis Edwin—Milwaukee (Wis.) Lodge 49	12- 1-21	5
455	Simpkins, Jesse Alvin—Arkansas City (Kans.) Lodge 972	5-15-17	11
456	Simpkins, Charles Edmund—Arkansas City (Kansas.) Lodge 972	5-15-17	9
457	Simpkins, Clarence Claude—Arkansas City (Kans.) Lodge 972	5-15-17	6
1428	Skill, Charles Joseph—Buffalo (N. Y.) Lodge 8	12- 1-21	14
397	Smith, David Samuel—Homestead (Pa.) Lodge 60	9-30-16	18
398	Smith, Stella Sara—Homestead (Pa.) Lodge 60	9-30-16	15
399	Smith, Clara Ellen—Homestead (Pa.) Lodge 60	9-30-16	11
718	Smith, Velma Ruth—Gem City (Quincy, Ill.) Lodge 986	1-15-19	13
719	Smith, Fred Wm.—Gem City (Quincy, Ill.) 986	1-15-19	12
1264	Smith, Katherine Louise—Rock Springs (Wyo.) Lodge 469	2- 1-21	8
1265	Smith, Emma Lafawn—Rock Springs (Wyo.) Lodge 469	2- 1-21	7
1266	Smith, Sarah Agnes—Rock Springs (Wyo.) Lodge 469	2- 1-21	5
1267	Smith, Charles Thomas—Rock Springs (Wyo.) Lodge 469	2- 1-21	3

1371	Smith, Mary Catherine—New Kensington (Pa.) Lodge 53	9-15-21	11
1372	Smith, David Edgar—New Kensington (Pa.) Lodge 53	9-15-21	9
1373	Smith, Colin—New Kensington (Pa.) Lodge 53	9-15-21-	8
1374	Smith, Robert Ira—New Kensington (Pa.) Lodge 53	9-15-21	6
*1375	Smith, Aline Adele—New Kensington (Pa.) Lodge 53	9-15-21	3
1376	Smith, Barbara Jane—New Kensington (Pa.) Lodge 53	9-15-21	1
1074	Sneider, John—Ely (Minn.) Lodge 1580	9- 1-20	13
1075	Sneider, George—Ely (Minn.) Lodge 1580	9- 1-20	12
1076	Sneider, Annie—Ely (Minn.) Lodge 1580	9- 1-20	10
914	Snyder, Mildred Kitchen—Lambertville (N. J.) Lodge 217	9- 3-19	15
915	Snyder, Dorothy O'Blinger—Lambertville (N. J.) Lodge 217	9- 3-19	13
916	Snyder, Marion Estella—Lambertville (N. J.) Lodge 217	9- 3-19	11
917	Snyder, Alice Williams—Lambertville (N. J.) Lodge 217	9- 3-19	8
164	Solomon, Louis—Green Bay (Wis.) Lodge 359	12-30-14	15
325	Solomon, Eleanor—Green Bay (Wis.) Lodge 359	7-19-16	20
326	Solomon,Muriel—Green Bay (Wis.) Lodge 359	7-19-16	18
327	Solomon, Pauline—Green Bay (Wis.) Lodge 359	7-19-16	17
801	Sonnenburg, Melvin John—Two Harbors (Minn) Lodge 1463	4-15-19	15
802	Sonnenburg, Leslie Ralph—Two Harbors (Minn.) Lodge 1463	4-15-19	11
803	Sonnenburg, Esther May—Two Harbors (Minn.) Lodge 1463	4-15-19	9
804	Sonnenburg, Ruth Bernice—Two Harbors (Minn.) Lodge 1463	4-15-19	5
1235	Sowers, Pauline Wava—Goshen (Ind.) Lodge 836	1-15-21	14
1236	Sowers, Dean Orlo—Goshen (Ind.) Lodge 836	1-15-21	11
1237	Sowers, Florence Elizabeth—Goshen (Ind.) Lodge 836	1-15-21	7
1238	Sowers, Maxine Audrey—Goshen (Ind.) Lodge 836	1-15-21	4
908	Spach, Joseph Barett—Decatur (Ill.) Lodge 684	8-15-19	7
909	Spach, Jack Benton—Decatur (Ill.) Lodge 684	8-15-19	4
1039	Sperou, George James—Peru (Ind.) Lodge 249	6- 1-20	15
1040	Sperou, Stanley James—Peru (Ind.) Lodge 249	6- 1-20	12
777	Sprowls, Norman Worlie—Sharon (Pa.) Lodge 292	4- 1-19	8
778	Sprowls, Mary Eileen—Sharon (Pa.) Lodge 292	4- 1-19	6
779	Sprowls, Elizabeth Arabelle—Sharon (Pa.) Lodge 292	4- 1-19	4
1390	Spry, Keineth Astor—Walla Walla (Wash.) Lodge 409	10-14-21	6
833	Stanley, Loring Burke—Aurora (Ill.) Lodge 400	5-15-19	17
1447	Stephenson, Kenneth Alexander—Bluffton (Ind.) Lodge 242	1-15-22	11
1448	Stephenson, Lillian Kathryn—Bluffton (Ind.) Lodge 242	1-15-22	7
1449	Stephenson, Wallace Jr.—Bluffton (Ind.) Lodge 242	1-15-22	3
1450	Stephenson, Frederick Kelley—Bluffton (Ind) Lodge 242	1-15-22	2
1116	Steuben, Richard Henry—Bradford (Pa.) Lodge 124	11- 1-20	10
1117	Steuben, Dora Frances—Bradford (Pa.) Lodge 124	11- 1-20	8
1118	Steuben, Madaline Melissa—Bradford (Pa.) Lodge 124	11- 1-20	6
*1132	Stevens, Edgar Theodore—Dayton (Ohio) Lodge 73	11- 1-20	7
1331	Stevens, Joseph Edwin—Maplewood (Mo.) Lodge 1086	7-15-21	9
1332	Stevens, William Leo—Maplewood (Mo.) Lodge 1086	7-15-21	7
*1333	Stevens, Dorothy Elizabeth—Maplewood (Mo.) Lodge 1086	7-15-21	4
*1461	Steward, Wallace William—Barre (Vt.) Lodge 1391	2- 1-22	13
*1462	Steward, James Albert—Barre (Vt.) Lodge 1391	2- 1-22	11
*1463	Steward, Clarence Henry—Barre (Vt.) Lodge 1391	2- 1-22	10
*1464	Steward, Arthur Leslie—Barre (Vt.) Lodge 1391	2- 1-22	6
1177	Stewart, Maryan Ellen—Kane (Pa.) Lodge 130	12-15-20	13
1178	Stewart, George Elmer—Kane (Pa.) Lodge 130	12-15-20	7
1179	Stewart, Doris Ruth—Kane (Pa) Lodge 130	12-15-20	5
1041	Stone, Mabel Winnifred—Syracuse (N. Y.) Lodge 625	6- 1-20	9
1042	Stone, Charles—Syracuse (N. Y.) Lodge 625	6- 1-20	5
958	Street, Gerald Lamarle—Bridgeport (Ill.) Lodge 622	12-15-19	8
714	Stroud, Omo Merl—Mayflower (Marion, Ill.) Lodge 396	1-15-19	12
715	Stroud, Ola Evelyn—Mayflower (Marion, Ill) Lodge 396	1-15-19	10
716	Stroud, Susan Jane—Mayflower (Marion, Ill.) Lodge 396	1-15-19	8
717	Stroud, Pearl Janet—Mayflower (Marion, Ill.) Lodge 396	1-15-19	5
251	Stroupe, Norma—Dupo (Ill.) Lodge 890	10- 1-20	14
252	Stroupe, Georgia—Dupo (Ill.) Lodge 890	10- 1-20	12
*1413	Stull, Oliver Otis—Galesburg (Ill.) Lodge 880	11-15-21	14
1024	Swearingen, Alice Margaret—Aledo (Ill.) Lodge 1441	5- 1-20	11
1025	Swearingen, Verl Jane—Aledo (Ill.) Lodge 1441	5- 1-20	8
1284	Taggart, Anna Elizabeth—Coatesville (Pa.) Lodge 297	3- 3-21	10
1285	Taggart, Gilbert Daniel—Coatesville (Pa.) Lodge 297	3- 3-21	9
1429	Tarr, Lenore Magdaline—Hartford City (Ind.) Lodge 225	12- 1-21	9
1430	Tarr, Eveline Geraldine—Hartford City (Ind.) Lodge 225	12- 1-21	7
1431	Tarr, Ruth Winifred—Hartford City (Ind.) Lodge 225	12- 1-21	5
1432	Tarr, Violet Maxine—Hartford City (Ind) Lodge 225	12- 1-21	3
1433	Tarr, Rosemary Erline—Hartford City (Ind.) Lodge 225	12- 1-21	1
1103	Tate, Nona May—Bisbee (Ariz.) Lodge 718	10-15-20	14
1104	Tate, Leo Patrick—Bisbee (Ariz) Lodge 718	10-15-20	10
1105	Tate, Joseph Leon—Bisbee (Ariz.) Lodge 718	10-15-20	8
180	Tatom, Lloyd—Jackson (Tenn.) Lodge 166	4- 1-15	14
22	Taylor, Bruce—Montreal (Can.) Lodge 1111	10-14-13	18
735	Taylor, Reka Oletami—Clarksburg (W. Va.) Lodge 52	3- 1-19	14
736	Taylor, George Miller—Clarksburg (W. Va.) Lodge 52	3- 1-19	9
737	Taylor, Icie Pruda—Clarksburg (W. Va. Lodge 52	3- 1-19	8
832	Taylor Ellen—Clarksburg (W. Va.) Lodge 52	3- 1-19	3
805	Thiel, Emma Elizabeth—Anaconda (Mont.) Lodge 557	4-15-19	13
806	Thiel, Frederick Ferdinand—Anaconda (Mont.) Lodge 557	4-15-19	9
548	Thomas, Wm. Jacob—Waterbury (Conn.) Lodge 1067	12-15-17	18
850	Thomas, Robert Harold—Piqua (Ohio) Lodge 1067	6- 1-19	10
1377	Thomas, Leonard Ralph—Piqua (Ohio) Lodge 1057	10- 1-21	8

1002	Thompson, Vivian Wilma—Fairmont (W. Va) Lodge 9	3-15-20	11
1003	Thompson, Charles Chester—Fairmont (W. Va.) Lodge 9	3-15-20	10
1207	Thompson, James Alpha—Fairmont (W. Va.) Lodge 9	1- 1-21	8
1465	Thompson, Carl Ramsey—Johnstown (Pa.) Lodge 48	2- 1-22	14
1466	Thompson, Edith Naomi—Johnstown (Pa.) Lodge 48	2- 1-22	12
1467	Thompson, Josiah McKinley—Johnstown (Pa.) Lodge 48	2- 1-22	10
747	Turner, Elwood—Springfield (Ohio) Lodge 536	3-15-19	15
412	Turpin, Catherine May—Steelton (Pa.) Lodge 382	11-17-16	15
413	Turpin, Hazel Grace—Steelton (Pa.) Lodge 382	11-17-16	13
414	Turpin, Helen Irene—Steelton (Pa.) Lodge 382	11-17-16	10
922	Tuttle, Violet May—Los Angeles (Calif.) Lodge 386	9- 9-19	14
923	Tuttle, Everett John—Los Angeles (Calif.) Lodge 386	9- 9-19	8
1061	Uldrich, Clarence Joseph—Chicago (Ill.) Lodge 43	8- 1-20	9
1112	Underside, Berniece Lynetta—Ponca City (Okla.) Lodge 1031	10-15-20	10
1113	Underside, Vivian Lenora—Ponca City (Okla.) Lodge 1031	10-15-20	8
1114	Underside, Cecil Lee—Ponca City (Okla.) Lodge 1031	10-15-20	5
1245	Updegrave, Ruth Miller—Lykens (Pa.) Lodge 1176	2- 1-21	13
1246	Updegrave, Thomas Franklin—Lykens (Pa.) Lodge 1176	2- 1-21	11
1247	Updegrave, Joseph Elmer—Lykens (Pa) Lodge 1176	2- 1-21	8
1248	Updegave, Maud Elizabeth—Lykens (Pa.) Lodge 1176	2- 1-21	6
996	Valorz, Frank—Maxey (Dawson, N. Mex.) Lodge 694	3- 1-20	12
997	Valorz, Charles—Maxey (Dawson, N. Mex.) Lodge 694	3- 1-20	11
1471	Van Doran, Mary Katherine—Newport News (Va.) Lodge 1119	3- 1-22	10
1472	Van Doran, Thos. Frenchen—Newport News (Va.) Lodge 1119	3- 1-22	7
1473	Van Doran, Wilfred Henne—Newport News (Va.) Lodge 1119	3- 1-22	4
766	Van Metre, Philip George—Clarksburg (W. Va.) Lodge 52	3-30-19	15
767	Van Metre, Horace Marshall—Clarksburg (W. Va.) Lodge 52	3-30-19	11
768	Van Metre, Osman Carmine—Clarksburg (W. Va.) Lodge 52	3-30-19	6
395	Vaughn, Florence—Tippecanoe (LaFayette, Ind.) Lodge 1529	9-25-16	17
396	Vaughn, Josephine—Tippecanoe (LaFayette, Ind.) Lodge 1529	9-25-16	12
818	Vaughn, Clarence Foster—Chickies Rock (Columbia, Pa) Lodge 307	4-30-19	16
819	Vaughn, Benjamin Yarnall—Chickies Rock (Columbia, Pa.) Lodge 307	4-30-19	14
820	Vaughn, Wm. Beashore—Chickies Rock (Pa.) Lodge 307	4-30-19	12
*179	Vequaud, Mary—Redding (Calif.) Lodge 1006	3-20-15	16
1185	Vermette, Andree Leonel—Mousam (Sanford, Me.) Lodge 865	12-15-20	11
1186	Vermete, Joanette Rose—Mousam (Sanford, Me.) Lodge 865	12-15-20	8
1187	Vermette, Marcel Fernand—Mousam (Sanford, Me.) Lodge 865	12-15-20	3
1349	Vick, Ruby Marceline—Holland (Mich.) Lodge 1116	8- 4-21	11
1350	Vick, Sylvia Marie—Holland (Mich.) Lodge 1116	8- 4-21	9
1351	Vick, Elvin Jay—Holland (Mich.) Lodge 1116	8- 4-21	6
1352	Vick, Vivian Genevive—Holland (Mich.) Lodge 116	8- 4-21	3
1404	Wabb, Frank Joseph—Englewood (Chicago, Ill.) Lodge 221	11- 1-21	4
1405	Wabb, Jeanette—Englewood (Chicago, Ill.) Lodge 221	11- 1-21	2
1016	Wadsworth, John Baptist—Stockton (Calif.) Lodge 391	4-15-20	16
1017	Wadsworth, Mabel Ellen—Stockton (Calif.) Lodge 391	4-15-20	15
389	Wallace, Welcome—Watertown (S. D.) Lodge 1578	9-23-16	20
390	Wallace, Burdetta—Watertown (S. D.) Lodge 1578	9-23-16	17
391	Wallace, Milbee—Watertown (S. D.) Lodge 1578	9-23-16	15
1347	Wallace, Janet Adeline—Stevens Point (Wis.) Lodge 1572	7-30-21	13
1348	Wallace, Clayton Charles—Stevens Point (Wis.) Lodge 1572	7-30-21	7
1434	Wallace, Robert Evans—Westwood (Calif.) Lodge 1472	12- 1-21	9
1435	Wallace, Doris May—Westwood (Calif.) Lodge 1472	12- 1-21	7
1436	Wallace, Louise—Westwood (Calif.) Lodge 1472	12- 1-21	5
1437	Wallace, William Leonard—Westwood (Calif.) Lodge 1472	12- 1-21	3
1451	Wallin, Floyd Dwain—Sioux Falls (S. Dak.) Lodge 503	1-15-22	9
1452	Wallin, Derwood Russell—Sioux Falls (S. Dak.) Lodge 503	1-15-22	6
1453	Wallin, Robert Alfred—Sioux Falls (S. Dak.) Lodge 503	1-15-22	4
1454	Wallin, Ellen Amelia—Sioux Falls (S. Dak.) Lodge 503	1-15-22	1
680	Ward, Mabel Anna—West Newton (Pa.) Lodge 31	9- 1-18	13
681	Ward, Edward Sylvester—West Newton (Pa.) Lodge 31	9- 1-18	12
682	Ward, George Melton—West Newton (Pa.) Lodge 31	9- 1-18	11
683	Ward, Grace Elizabeth—West Newton (Pa.) Lodge 31	9- 1-18	9
933	Ward, Cecil Frederick—West Newton (Pa.) Lodge 31	12- 1-19	6
1288	Wardell, William—Scranton (Pa.) Lodge 42	4- 5-21	9
1289	Wardell, Emerson—Scranton (Pa) Lodge 42	4- 5-21	5
1101	Waterstredt, Wilbert Carl—Danville (Ill.) Lodge 1001	10-15-20	5
1102	Waterstredt, Minnie Louise—Danville (Ill.) Lodge 1001	10-15-20	3
839	Watson, Thomas Elliott—Gillespie (Ill.) Lodge 987	5-15-19	14
840	Watson, Henry Otis—Gillespie (Ill.) Lodge 987	5-15-19	13
841	Watson, John Arthur—Gillespie (Ill.) Lodge 987	5-15-19	9
1468	Webb, Ruth Doris—Grand Lodge of Protection Lodge 13	2- 1-22	15
1469	Webb, Imogene Dorothy—Grand Lodge of Protection Lodge 13	2- 1-22	13
734	Welch, Charles Raymond—Greensburg (Pa.) Lodge 1151	2-15-19	15
1032	Wertman, Imogene Marie—Canton (Ohio) Lodge 233	6- 1-20	9
1033	Wertman, Lena Grace—Canton (Ohio) Lodge 233	6- 1-20	8
1034	Wertman, Howard Everett—Canton (Ohio) Lodge 233	6- 1-20	4
964	West, Joseph—Shenandoah (Pa.) Lodge 1179	1-14-20	13
965	West, John—Shenandoah (Pa.) Lodge 1179	1-14-20	10
966	West, Anthony—Shenandoah (Pa.) Lodge 1179	1-14-20	8
208	Whelan, Richard—Butte (Mont.) Lodge 431	6-19-15	19
209	Whelan, Michael—Butte (Mont.) Lodge 431	6-19-15	17
1084	White, Margarette Hannah—Evansville (Ind.) Lodge 85	9-15-20	9
1085	White, Florence Hellen—Evansville (Ind.) Lodge 85	9-15-20	8
926	Willys, Raymond Tucker—New Britain (Conn.) Lodge 183	9-15-19	16
320	Wilson, Rosemary—Pittsburgh (Pa.) Lodge 46	7-17-16	17

321	Wilson, Gertrude—Pittsburgh (Pa.) Lodge 46	7-17-16	14
322	Wilson, James—Pittsburgh (Pa.) Lodge 46	7-17-16	12
323	Wilson, Lillian—Pittsburgh (Pa) Lodge 46	7-17-16	11
684	Wilson, Florence Ellen—Brownsville (Pa.) Lodge 108	9- 1-18	17
685	Wilson, William—Brownsville (Pa.) Lodge 108	9- 1-18	14
493	Wilson, Joseph Elihu—El Paso (Tex.) Lodge 526	9-15-17	13
494	Wilson, Henrietta Effie—El Paso (Tex.) Lodge 526	9-15-17	10
495	Wilson, Benjamen Arthur—El Paso (Tex.) Lodge 526	9-15-17	8
1391	Wilson, Grace Frances—Broad Top City (Pa.) Lodge 195	10-15-21	13
1392	Wilson, Frederick Joseph—Broad Top City (Pa.) Lodge 195	10-15-21	11
1393	Wilson, Harry Louis—Broad Top City (Pa.) Lodge 195	10-15-21	9
1394	Wilson,Sarah Virginia—Broad Top City (Pa.) Lodge 195	10-15-21	7
980	Wimer, Martha Elverta—New Castle (Pa.) Lodge 51	2- 1-20	9
981	Wimer, George William—New Castle (Pa.) Lodge 51	2- 1-20	6
*874	Wingert, Viola Irene—Springfield (Ohio) Lodge 536	7-15-19	10
875	Wingert, Arthur Virgil—Springfield (Ohio) Lodge 536	7-15-19	8
876	Wingert, Walter L.—Springfield (Ohio) Lodge 536	7-15-19	7
877	Wingert, Cora Emma—Springfield (Ohio) Lodge 536	7-15-19	3
1206	Winkler, Joseph—Hartford City (Conn.) Lodge 723	1- 1-21	11
*732	Wolf, Wm. Charles—Fairmont (W. Va.) Lodge 9	2-15-19	13
733	Wolf, Edward Leroy—Fairmont (W. Va. Lodge 9	2-15-19	10
1239	Womack, Arita Louise—Parsons (Kans.) Lodge 606	1-15-21	12
1240	Womack, Ella Deane—Parsons (Kans.) Lodge 606	1-15-21	11
1241	Womack, Fred Owen—Parsons (Kans.) Lodge 606	1-15-21	9
1242	Womack, Sylvia Marie—Parsons (Kans.) Lodge 606	1-15-21	7
1243	Womack, Hugh Francis—Parsons (Kans.) Lodge 606	1-15-21	4
1244	Womack, Major Elbert—Parsons (Kans.) Lodge 606	1-15-21	2
*1190	Womer, Louisa—Clarence (Pa.) Lodge 1565	12-15-20	10
*1191	Womer, Freddie—Clarence (Pa.) Lodge 1565	12-15-20	4
*1192	Womer, Madaline—Clarence (Pa.) Lodge 1565	12-15-20	3
1167	Wright, Alice Lucile—Muncie (Ind.) Lodge 33	12- 1-20	8
1168	Wright, Lillian Catherine—Munice (Ind.) Lodge 33	12- 1-20	5
1169	Wright, Charles Albert—Munice (Ind.) Lodge 33	12- 1-20	3
345	Wuerfel, Richard—Cleveland (Ohio) Lodge 63	7-29-16	17
346	Wuerfel, Albert—Cleveland (Ohio) Lodge 63	7-29-16	13
1093	Wuerfel, Helen Elizabeth—Cleveland (Ohio) Lodge 63	10- 1-20	15
618	York, Thurl Vestel—Memphis (Tenn.) Lodge 153	7- 1-18	16
107	Zahmel, William—Jersey City (N. J.) Lodge 266	7-28-14	16
109	Zahmel, Helena—Jersey City (N. J.) Lodge 266	7-28-14	13
631	Zimmerman, Flora Elizabeth—Beaver Falls (Pa.) Lodge 112	8- 3-18	17
632	Zimmerman, Myrtle May—Beaver Falls (Pa.) Lodge 112	8- 3-18	15
633	Zimmerman, Frederick Bernard—Beaver Falls (Pa.) Lodge 112	8- 3-18	13
634	Zimmerman, Genevieve Ruth—Beaver Falls (Pa.) Lodge 112	8- 3-18	11
635	Zimmerman, James Oliver—Beaver Falls (Pa.) Lodge 112	8- 3-18	10
636	Zimmerman, Martin Luther—Beaver Falls (Pa.) Lodge 112	8- 3-18	8
637	Zimmerman, Lewis Leo—Beaver Falls (Pa) Lodge 112	8- 3-18	5

Total students on list—1190
Total students in school—1089

GENERAL SUMMARY AS OF MAY 15, 1922

Mooseheart Governors		8
General Administrative Staff		11
High School Teachers	11	
Grade and Kindergarten Teachers	22	
Vocational Teachers	33	
Teachers of Specialties	5	
Total Teachers		71
Matrons and Proctors		44
Advisors and Consultants		9
Total Administrative and Teaching Staff		143
Members of Mooseheart (Students)	1089	
Rehabilitation Service	115	
Total under Instruction		1204
Aged and Infirm		19
Total		1366

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